

Graduate Student Handbook Program in Clinical Psychology 2026-2027

Please note that all policies and forms cited in this document can be found on the Department of Psychology [SharePoint](https://arts.ucalgary.ca/psychology) site at:
<https://arts.ucalgary.ca/psychology> -> About -> Department SharePoint,
accessed with your U of C username and password.

Revised August 30, 2026

Table of Contents

PREFACE.....	1
1 INTRODUCTION.....	2
1.1 CONFIDENTIALITY.....	5
2 PROGRAM OFFICE.....	5
3 PROGRAM GOVERNANCE AND STRUCTURE	5
3.1 COHORT ADVISORY COUNCIL (STANDING).....	6
3.2 CURRICULUM AND ACCREDITATION COMMITTEE (CAC, AD HOC).....	6
3.3 STUDENT ADMISSIONS COMMITTEE (SAC, STANDING).....	6
4 PROGRAM FACULTY	6
5 REGISTRATION.....	7
6 FEES.....	7
7 PROGRAM DESCRIPTION.....	7
8 REQUIRED COURSES AND PRACTICA LISTED BY YEAR	8
9 BREADTH COURSES AND COURSE EXEMPTIONS.....	10
9.1 WESTERN DEAN’S AGREEMENT	11
10 GRADUATE STUDENT ADVISEMENT	11
11 RESEARCH REQUIREMENTS	11
11.1 GENERAL.....	11
11.2 M.Sc. SUPERVISORY COMMITTEE.....	12
11.3 PH.D. SUPERVISORY COMMITTEE	12
11.4 THESIS AND DISSERTATION POLICIES.....	12
11.4.1 <i>Mock Defenses</i>	13
11.5 M.Sc. THESIS PROPOSAL SEMINARS (PRO-SEMS).....	13
11.6 M.Sc. THESIS WRITTEN DOCUMENT AND ORAL DEFENSE.....	15
11.7 SUMMARY OF M.Sc. THESIS ORAL RESPONSIBILITIES.....	15
11.7.1 <i>The Supervisor</i>	15
11.7.2 <i>The Neutral Chair</i>	16
11.7.3 <i>The Supervisory Committee</i>	16
11.7.4 <i>The Internal-External Examiner</i>	16
11.7.5 <i>The Student</i>	17
11.7.6 <i>The Graduate Program Advisor</i>	17
11.8 ADMISSION TO DOCTORAL STATUS	18
11.8.1 <i>Students Entering the Program at the Doctoral Level</i>	19
11.9 CANDIDACY REQUIREMENTS.....	19
11.10 SUMMARY OF PH.D. THESIS ORAL RESPONSIBILITIES	20
11.10.1 <i>The Supervisor</i>	21
11.10.2 <i>The Neutral Chair</i>	22
11.10.3 <i>The Supervisory Committee</i>	22
11.10.4 <i>The Internal-External and External Examiners</i>	22
11.10.5 <i>The Student</i>	22
11.10.6 <i>The Graduate Program Advisor</i>	23

12	ETHICS APPROVAL.....	23
13	PRACTICUM GUIDELINES	24
13.1	PRACTICUM REQUIREMENTS.....	24
13.2	ROLE OF THE PRACTICUM COORDINATOR.....	25
13.3	PRACTICUM SETTINGS	26
13.4	PRACTICUM SUPERVISORS AND SUPERVISION	26
13.5	PRACTICUM PLACEMENT PROCEDURE.....	26
13.6	PRACTICUM EXPECTATIONS AND EVALUATION.....	27
13.7	DOCUMENTING PRACTICUM EXPERIENCE	28
13.8	OUTSIDE CLINICAL ACTIVITIES/PROGRAM SANCTIONED HOURS.....	29
13.9	EARLY TERMINATION OF THE PRACTICUM.....	29
13.10	REMEDIAL TRAINING	30
13.11	ACCESS TO PRACTICUM FILES	30
14	CLINICAL RESIDENCY	30
15	STUDENT EVALUATION	32
16	GRADUATION	33
17	APPEALS.....	33
18	STUDENT INPUT INTO THE CLINICAL PROGRAM.....	34
19	STUDENT FUNDING.....	35
19.1	FUNDING FOR CONFERENCE AND RESIDENCY (INTERVIEWS) TRAVEL	36
20	LEAVES OF ABSENCE	36
21	OUTSIDE WORK.....	36
22	REGISTRATION (LICENSING)	37
23	ETHICS.....	37
24	PROFESSIONALISM AND PROFESSIONAL ETIQUETTE	38
25	PROGRAM POLICIES RELATED TO TRAINEES WHO EXPERIENCE CONFLICTS WORKING WITH DIVERSE CLIENTS/PATIENTS	40
26	SOCIAL EVENTS.....	40
27	UNIVERSITY SERVICES	40
27.1	SEXUAL AND GENDER-BASED VIOLENCE	40
27.2	STUDENT WELLNESS SERVICES.....	41
27.3	STUDENT ACCESSIBILITY SERVICES	41
27.4	RECOVERY ON CAMPUS	42
27.5	CAMPUS SECURITY SERVICES AND SAFEWALK PROGRAM.....	42
27.6	FAITH AND SPIRITUALITY CENTRE	42
27.7	Q CENTRE	42
27.8	WRITING SYMBOLS LODGE.....	42
27.9	GRADUATE STUDENTS' ASSOCIATION (GSA)	43
27.10	COMPUTER SERVICES AND TECHNICAL SUPPORT	43
27.11	UNIVERSITY OF CALGARY BOOKSTORE.....	43
27.12	LIBRARIES	43
28	PROGRAM SERVICES.....	43
28.1	PSYCHOLOGICAL TEST LIBRARY	43

28.2	AUDIO-VISUAL EQUIPMENT	44
28.3	PHOTOCOPYING/LASER PRINTING/FAX.....	44
28.4	GRADPOST	44
APPENDIX A: GPD-C AND DCT DISTRIBUTION OF DUTIES.....		45
.....		45
APPENDIX B: CLINICAL PSYCHOLOGY PROGRAM CONTACTS.....		46
APPENDIX C: KEY CLINICAL PSYCHOLOGY PROGRAM DEADLINES.....		48
APPENDIX D: SUMMARY OF PROGRAM MILESTONES BY YEAR		49
M.Sc. I		49
M.Sc. II.....		49
Ph.D. I.....		51
Ph.D. II		51
Ph.D. III.....		52
Ph.D. IV		52
APPENDIX E: ANNUAL PERFORMANCE REVIEW (APR) FORMATTING GUIDELINES		54

PREFACE

Welcome to the Program in Clinical Psychology at the University of Calgary. We are very pleased that you have decided to attend the University of Calgary. Clinical Psychology is a program in the Department of Psychology, and is accredited by the Canadian Psychological Association. This Handbook describes the Program, and explains the various policies that have been developed to help students succeed in the Program. It is expected that all Program students and faculty will keep this Handbook as their major source of reference to the Program. This Handbook addresses many of the questions and issues you will encounter; however, we recognize that there may be omissions. Any suggestions or comments you have for future revisions are most welcome. This Handbook is normally updated annually. Check [SharePoint](#) on the Department website to ensure you have the latest version.

This Handbook is only one of several documents with which students and faculty should be familiar. Policies and forms for the Program are on the Department SharePoint site. In addition, please acquaint yourself with the following documents:

1. The University of Calgary Calendar – Graduate Regulations. Available on the web at <https://calendar.ucalgary.ca/>.
2. The following Faculty of Graduate Studies documents which can be found on the web at <https://grad.ucalgary.ca/>.
 - Faculty of Graduate Studies' (FGS) policies and procedures related to supervision, Master's and Doctoral research, and candidacy and thesis/dissertation oral examination procedures.
 - Graduate Students' Sources of Funding, which provides information about graduate student appointments, such as Graduate Assistantships Teaching (GATs), Graduate Assistantships Non-Teaching (GANTs), Graduate Assistantships Research (GAR), and Graduate Research Scholarships.

Please feel free to contact us if you have any questions or concerns. You may also contact your Cohort Council representative. Again, welcome to the Program, and we wish you all the best in your graduate work.

Deinera Exner-Cortens, Ph.D., MPH
Graduate Program Director – Clinical Psychology (GPD-C)

Melanie Noel, Ph.D., R.Psych
Director of Clinical Training (DCT)

1 INTRODUCTION

The University of Calgary is located on the territories of the peoples of Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani, and the Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including Chiniki, Bearspaw, and Goodstoney First Nations). The city of Calgary is also home to the Otipemisiwak Métis Government Nose Hill Métis District 5 and Elbow Métis District 6. Calgary is situated on land Northwest of where the Bow River meets the Elbow River, a site traditionally known as Moh'kins'tsis to the Blackfoot, Wîchîspa to the Stoney Nakoda, and Guts'ists'i to the Tsuut'ina. On this land and in this place we strive to learn together, walk together, and grow together "in a good way."

The Program in Clinical Psychology at the University of Calgary was formally initiated in July 1993. The Program was awarded accreditation from the Canadian Psychological Association in 1995, and it was reaccredited in 2023 for a five-year term. The Program has developed the following Mission and Values and Guiding Principles:

Mission

Clinical Psychology is an evidence-based science. We advance knowledge related to the etiology, prevention, assessment and treatment of psychological problems and the promotion of health and wellness.

Values and Guiding Principles

Promotion of Human Welfare – We are committed to the dignity of persons, responsible caring, integrity of relationships and responsibility to society.

Excellence – We pursue excellence, innovation and leadership in science, policy, practice, education and training.

Accountability and Transparency – Policies and practices are characterized by accountability, transparency and are based on the best available evidence.

Collegiality – We foster collegial and collaborative relationships within the Program, University and the broader community.

Goals and Objectives

Consistent with our Mission and Values and Guiding Principles, our overall goals and specific training objectives are as follows:

Goal 1: To achieve innovation and excellence in the generation, dissemination, and application of psychological knowledge.

Goal 1 training objectives:

- 1.1** To develop knowledge of research methods and statistics
- 1.2** To develop the ability to analyze and critically evaluate scientific research
- 1.3** To conduct independent research
- 1.4** To disseminate research findings to both specialized and broad audiences

Goal 2: To develop an understanding of and commitment to evidence-based practice in clinical psychology.

Goal 2 training objectives:

- 2.1** To promote a Program philosophy that emphasizes clinical psychology as an evidence-based health profession
- 2.2** To provide a coursework and practicum sequence that integrates science and practice
- 2.3** To provide students with training in evidence-based practice in the context of community settings
- 2.4** To integrate assessment and treatment activities in ways that emphasize the utility of assessments for the design and evaluation of treatments

Goal 3: To help students develop a professional identity as clinical psychologists who subscribe to evidence-based practices.

Goal 3 training objectives:

- 3.1** To provide training in professional ethics and decision-making
- 3.2** To promote the development of a professional identity as clinical psychologists
- 3.3** To encourage students to join professional organizations
- 3.4** To provide students with extensive exposure to and interaction with community-based clinical psychologists

Goal 4: To gain a mastery of the core content in psychology.

Goal 4 training objectives:

- 4.1** To develop knowledge in biological, social, cognitive-affective, and individual bases of behaviour
- 4.2** To develop a comprehensive knowledge of research methods and statistics
- 4.3** To ensure students have competency in the historical and scientific foundations of general psychology

Goal 5: To adhere to a theoretical framework for research and clinical practice that incorporates systemic and developmental views of psychopathology, assessment, and intervention.

Goal 5 training objectives:

- 5.1** To develop an understanding of issues in child, adolescent, and adult psychopathology, assessment, intervention, prevention, and consultation
- 5.2** To receive specialized training in geropsychology, addictions, eating disorders, health psychology, consultation/supervision, program evaluation, and psychopharmacology
- 5.3** To integrate knowledge of child and adult clinical practice in working with individuals and families across the lifespan

Goal 6: To develop a lifelong commitment to the integration of science and community-based practice.

Goal 6 training objectives:

- 6.1** To integrate science and practice throughout all aspects of training
- 6.2** To encourage and provide financial support for students to attend conferences and to seek out continuing education experiences
- 6.3** To support students as graduate teaching assistants or class instructors
- 6.4** To provide clinical workshops for students and community members
- 6.5** To involve graduates of our program as community placement supervisors

Goal 7: To foster recognition and respect for diversity and to incorporate sensitivity to diversity into all aspects of clinical research and practice.

Goal 7 training objectives:

- 7.1** To include content related to diversity in courses
- 7.2** To provide regular training opportunities with a special emphasis on diversity issues
- 7.3** To provide contacts with clients and supervisors from diverse backgrounds in community practicum placements
- 7.4** To support and interact with the Equity, Diversity, and Inclusion (EDI) Committee in the Department of Psychology

Goal 8: To develop an identity and skills as a health scientist and professional working within a multidisciplinary framework of research and practice.

Goal 8 training objectives:

- 8.1** To provide training and research opportunities in multidisciplinary health care settings

- 8.2** To provide exposure to a broad range of health scientists
- 8.3** To recognize the role of the clinical/scientist-practitioner psychologist as embedded in the knowledge base and practice of the health sciences

1.1 Confidentiality

The Program takes student confidentiality very seriously. Our commitment to privacy is grounded in the Canadian Psychological Association (CPA)'s [Canadian Code of Ethics for Psychologists](#) (4th Edition) Principle 1 (Respect for the Dignity of Persons and Peoples), as well as relevant provincial legislation. The Code applies to any individual who is a member or affiliate (including student affiliates) of the CPA, or a member or affiliate of any psychology or regulatory body that adopts, endorses, or ratifies the Code.

In practice, this means that Program administrators (Department Head, GPD-C, DCT, Clinic Director and Associate Director, Practicum Coordinator, Graduate Program Advisor) only share information with each other or Faculty of Graduate Studies staff on a need-to-know basis with a justifiable reason aligned with the scope of their duties. Sensitive or private student information is not shared with academic or clinical supervisors without the student's express permission. We also do not share student information with other students. This is to protect student privacy and confidentiality. Please connect with the GPD-C if you have any questions about when and how student information is shared.

2 PROGRAM OFFICE

The Clinical Program office is in Room 356 of the Earth Sciences Building. The office of the Graduate Program Advisor (GPA), **Janelle McConnell**, is Room 956 of the Social Sciences Building (phone: 403-220-5484).

3 PROGRAM GOVERNANCE AND STRUCTURE

The Clinical Psychology Program is administered by the Department of Psychology. The Graduate Program Director – Clinical (GPD-C) and Director of Clinical Training (DCT) are appointed by the Head of the Department of Psychology and are directly responsible for the academic and clinical aspects of the program, respectively, to the Head of the Department of Psychology (see **Appendix A** for distribution of duties). The GPD-C sits on the Department of Psychology Executive Committee and the Faculty of Graduate Studies (FGS) Council. The GPD-C is **Dr. Deinera Exner-Cortens**. The DCT is **Dr. Melanie Noel**.

The Director and Associate Director of the University of Calgary Psychology Clinic (UCPC) are responsible for administrative oversight of the UCPC and the training activities within the clinic. The Director is **Dr. Brae Anne McArthur** and the Associate Director is **Dr. Jennifer Prentice**. The Psychology Clinic is located in EDC 281 (phone: 403-220-7731 or email: PsyClinic@ucalgary.ca).

The Practicum Coordinator is responsible for coordinating and monitoring all applied clinical training practicum activities in the Clinical Psychology Program. The Practicum Coordinator is **Dr. Jennifer Prentice**.

The Program Council is the Program's administrative body. It consists of all core Clinical faculty members as well as two graduate student representatives (one with voting privileges), one adjunct faculty member from the Department of Psychology, and one adjunct faculty member from outside the Department of Psychology (both with voting privileges). The Program Council is the decision-making body of the Program and is responsible for ratifying all policies, curriculum development, new adjunct appointments, etc. The Program Council, through the GPD-C and DCT, is responsible to the Head.

The Graduate Program Advisor's (GPA's) role is to support and assist both potential and current students and act as a liaison between students and the Faculty of Graduate Studies. The GPA prepares all paperwork associated with examinations (defenses) and assists the GPD-C with various administrative tasks. The current GPA is **Ms. Janelle McConnell**.

In addition to the above structure, the Clinical Program includes several ad hoc and standing committees.

3.1 Cohort Advisory Council (standing)

The Cohort Advisory Council is co-chaired by the DCT and the GPD-C. The role of the Council is to encourage open communication between students and faculty by providing an accessible channel for sharing feedback. The Council is comprised of one voluntary member from each cohort, whom may be selected in whichever manner their cohort deems appropriate. Council members gather feedback from their respective cohorts informally as needs arise, and more formally when student input is required for program changes and enhancements. Council members typically serve for one academic year and meet with the DCT and GPD-C on a bi-monthly or as-needed (maximum once per month) basis. Council members also attend Program Council Meetings on a rotating schedule.

3.2 Curriculum and Accreditation Committee (CAC, ad hoc)

The Curriculum committee (and Accreditation sub-committee) reviews curricular issues and accreditation standards. It is responsible for curriculum changes and for preparing materials for visits from accreditation panel appointees.

3.3 Student Admissions Committee (SAC, standing)

The Student Admissions Committee is chaired by a faculty member appointed by the Department Head and the GPD-C. The primary function of the committee is to review applications and to coordinate the admission of students, per the Department's Clinical Psychology Admissions Policy.

4 PROGRAM FACULTY

The core faculty members of the Program in Clinical Psychology are drawn from full-time faculty in the Department of Psychology at the University of Calgary. Core Clinical faculty are responsible for the academic structure and quality of the Program.

Core clinical faculty are eligible to serve as academic supervisors of the Program's graduate students. A list of current core clinical faculty is provided in **Appendix B**. In addition to core faculty, other faculty members in the Psychology Department and adjunct clinical faculty can serve as academic supervisors,

with the approval of the DCT and the Faculty of Graduate Studies (FGS). Adjunct clinical faculty are also eligible to serve on students' academic supervisory committees and/or as examiners for the Candidacy Examination.

5 REGISTRATION

All graduate clinical students must register each year no later than the deadline date for their annual registration month (normally September) by using the myUofC Portal (<http://my.ucalgary.ca>). Students are responsible for knowing their important Program dates, and those that are listed in the University of Calgary Calendar (see Academic Schedule). It is also the student's responsibility to register annually and on time, and to be familiar with registration dates. Any changes to registration must be done online by the registration deadline. After the deadline date, a *Change of Course Registration* form is required, and a late fee will be charged. In addition, students wishing to audit a course must fill out a *Change of Course Registration* form.

6 FEES

Fees are assessed by the Faculty of Graduate Studies and administered by the Fees Office. The assessed fees and deadlines for payment are noted on the students' fee statement. Details about graduate tuition and general fees are provided in the Calendar. Fees can be paid in block or in installment form. Additional information on fees is available at <https://grad.ucalgary.ca/current-students/thesis-based-students/fees-and-funding>. Note that all enrolled students are required to pay tuition: this includes students completing their pre-doctoral residency.

7 PROGRAM DESCRIPTION

The Program in Clinical Psychology at the University of Calgary was developed with the accreditation criteria of the Canadian Psychological Association (CPA) in mind. It therefore requires that students obtain instruction in the areas of:

- a. Scientific and professional ethics and standards;
- b. Statistics and research design;
- c. Psychological measurement; and
- d. History and systems of psychology.

Students must also demonstrate competence in four breadth areas of psychology (CPA criteria):

- e. Biological bases of behaviour (e.g., physiological psychology, comparative psychology, neuropsychology, psychopharmacology);
- f. Cognitive-affective bases of behaviour (e.g., learning, sensation, perception, cognition, thinking, motivation, emotion);
- g. Social bases of behaviour (e.g., social psychology; cultural, ethnic, and group processes; sex roles; organizational and systems theory); and
- h. Individual differences (e.g., personality theory, human development, individual differences, abnormal psychology).

In addition to the above, Program students are required to take courses in: psychopathology, assessment, psychotherapy, and other topics in clinical psychology. They are also required to complete practica and residency milestone requirements.

In addition to course work and practica and residency experiences, students are required to complete candidacies and both a Master's thesis and Doctoral dissertation in a manner that is consistent with the requirements of the Faculty of Graduate Studies and the Program's Candidacy Policy.

8 REQUIRED COURSES AND PRACTICA LISTED BY YEAR

The following is an overview of the Clinical Program. See the University of Calgary Calendar for complete course descriptions. H(X-X) refers to General Faculties Council (GFC) hours. The academic year runs from September 1 to August 31. Note that students entering the Program in 2019 or later are governed by this curriculum. Those entering earlier are governed by the old curriculum.

FIRST YEAR – M.Sc. I

Fall Term

Analysis of Variance	PSYC 615 H(3-3)
Development & Psychopathology	PSYC 651 H(3-0)
Adult Assessment	PSYC 671 H(3-3)
Practicum I – Assessment (milestone requirement)	

Winter Term

Ethics and Professional Issues (block week)	PSYC 659 H(3-0)
Multivariate Data Analysis	PSYC 617 H(3-3)
Child Assessment	PSYC 673 H(3-3)
Practicum I – Assessment, cont'd (milestone requirement)	

Spring/Summer Terms

Practicum I – Assessment, cont'd (milestone requirement)	
Thesis research	

SECOND YEAR – M.Sc. II

Fall Term

Clinical Research Seminar I	PSYC 652 F(3/2S-0)
Adult Therapy	PSYC 685 H(3-0)
Practicum II – Therapy (milestone requirement)	

Winter Term

Clinical Research Seminar II	PSYC 654 F(3/2S-0)
Child Therapy	PSYC 687 H(3-0)
Practicum II – Therapy, cont'd (milestone requirement)	
<i>Functional Neuroanatomy (if required)</i>	<i>PSYC 623 H(3-0)</i>

SECOND YEAR – M.Sc. II, cont'd

Spring/Summer Terms

Thesis Oral examination

THIRD YEAR – Ph.D. I

Fall Term

Advanced Clinical Seminar

PSYC 750.XX Q(3S-0)

Advanced Practicum I (milestone requirement)

Clinical Neuropsychology (elective, if required)

PSYC 625 H(3-0)

Neuropsychological Testing (elective, if required)

PSYC 627 H(3-0)

A graduate level breadth course (if required)

Winter Term

Advanced Clinical Seminar

PSYC 750.XX Q(3S-0)

Advanced Practicum I, cont'd (milestone requirement)

A graduate level breadth course (if required)

Spring Term

Advanced Practicum I, cont'd (milestone requirement)

Field of Study (FoS) Clinical Component (milestone requirement)

A graduate level breadth course (if required)

FOURTH YEAR – Ph.D. II

Fall Term

Advanced Clinical Seminar

PSYC 750.XX Q(3S-0)

Advanced Practicum II (milestone requirement)

Dissertation Proposal Seminar (milestone requirement)

Winter Term

Advanced Clinical Seminar

PSYC 750.XX Q(3S-0)

Advanced Practicum II, cont'd (milestone requirement)

Dissertation research

Spring Term

Advanced Practicum II, cont'd (milestone requirement)

Summer Terms

Field of Study (FoS) Research Component (milestone requirement)

Dissertation research

Advanced Practicum III (if required)

FIFTH YEAR – Ph.D. III

Fall/Winter

Advanced Practicum III (if required)

Application and Interviews for Pre-doctoral Residency in Clinical Psychology

Dissertation research

Spring/Summer

Dissertation research

SIXTH YEAR - Ph.D. IV

Full Year

Pre-doctoral Residency in Clinical Psychology (milestone requirement)

Dissertation Oral examination (milestone requirement)

9 BREADTH COURSES AND COURSE EXEMPTIONS

As indicated, students must take breadth courses in each of the four content areas specified in the CPA accreditation criteria (Biological Bases of Behaviour, Cognitive-Affective Bases of Behaviour, Social Bases of Behaviour, and Individual Differences). Students must also fulfill these requirements as part of our Memorandum of Understanding (MOU) with the College of Alberta Psychologists (CAP). The MOU is an agreement with CAP that approves our curriculum; thus, students seeking registration with CAP do not need their individual courses reviewed and approved. The MOU and the CPA and CAP criteria for breadth requirements are available on SharePoint. Note that the criteria for fulfilling breadth requirements specified by CPA and CAP are similar but not identical.

Two of these breadth areas can be fulfilled by successfully completing Psychology 623, Functional Neuroanatomy (Biological Bases) and Psychology 651, Development & Psychopathology (Individual Differences). **Students are required to complete the cognitive-affective and social breadth courses on their own.** They can be fulfilled by obtaining advanced credit for two senior undergraduate half courses or one-half course at the graduate level. Similarly, students may obtain advanced credit for Psychology 623, Functional Neuroanatomy, by obtaining advanced credit for two senior undergraduate half courses. Advanced credit for Psychology 601, History and Systems of Psychology, can be made based on an approved senior undergraduate course. Note that Psychology 305 from the University of Calgary fulfills this requirement; Psychology 405 does not. Each fall, the DCT will distribute a list of potential courses that can be taken to fulfill breadth courses.

Requests for advanced credit for breadth areas (i.e., biological, cognitive-affective, social, history) must be made in writing to the DCT, no later than April 30 prior to the student's beginning in the program. Please use the Advanced Credit Assessment form in SharePoint. Students should discuss meeting their breadth requirements for Biological Bases of Behaviour, Cognitive-Affective Bases of Behaviour, Social Bases of Behaviour, and History with their supervisors prior to submitting their advanced credit form.

In addition, some students enter the Program with advanced standing for additional courses. In such cases, a student may apply for and receive advanced credit for graduate-level courses and potentially practicum work. Courses and practicum work are evaluated on a case-by-case basis with the DCT and GPD-C (for courses) and the Practicum Coordinator (for practicum hours), in consultation with the instructors of those courses.

9.1 Western Dean's Agreement

Through the Western Dean's Agreement, students can take required breadth courses at 14 other universities in British Columbia, Alberta, Saskatchewan, and Manitoba through their University of Calgary tuition. This can be a good option if the breadth course(s) a student needs aren't regularly offered at our University. For more information see: <https://grad.ucalgary.ca/current-students/registration/studying-another-university>

10 GRADUATE STUDENT ADVISEMENT

All Program students must have an Academic Supervisor throughout their Program tenure. The Supervisor's role is to help the student acquire the research knowledge and skills needed for their thesis and candidacy work, and to act as a general tutor and mentor. More information about supervision is provided here: <https://grad.ucalgary.ca/current-students/thesis-based-students/supervision>.

Within two months of starting the Master's and Ph.D. Programs, supervisors and students must meet and complete the Checklist of Expectations for Graduate Students and Supervisors and the Intellectual Property Awareness Checklist. They should keep a copy for their records and submit a copy to the Graduate Program Advisor to be placed in the student's permanent file. These forms are available at: <https://grad.ucalgary.ca/current-students/thesis-based-students/supervision/checklist>

In rare circumstances, students or faculty members' research interests change, or it becomes apparent that a student and faculty member cannot work effectively together. A change of supervisor is permissible. The student or faculty member requesting the change must first bring the request to the attention of the GPD-C. More information about a change in supervision can be found on the Faculty of Graduate Studies website.

11 RESEARCH REQUIREMENTS

11.1 General

Clinical students, their academic supervisors, and supervisory committee members must be thoroughly familiar with the Faculty of Graduate Studies' policies and procedures provided on the Faculty of Graduate Studies website and in the University of Calgary Calendar. In all instances, the policies of the Program are subject to the requirements of the Faculty of Graduate Studies (FGS). See general timelines in **Appendix C**.

11.2 M.Sc. Supervisory Committee

The Faculty of Graduate Studies does not require a supervisory committee at the Master's level; however, the Program does require this committee. The Master's level supervisory committee must be appointed **within eight months** of the student's first registration in the Program, and will consist of the Supervisor plus at least two (2) other full-time or adjunct faculty members, selected through discussion between the student and their supervisor. All Master's committees must include *at least one* core clinical faculty member or adjunct faculty member from the Department of Psychology who regularly supervises in the Clinical program, in addition to the supervisor. Any deviations from this composition **must** be reviewed and approved by the GPD-C *before* the supervisory committee is formalized. The supervisory committee members must be appropriate to the student's research domain.

The supervisor will notify the Graduate Program Advisor with the names of the supervisory committee and the Appointment of Supervisor and/or Supervisory Committee form will be completed, approved by the GPD-C, and forwarded to the Faculty of Graduate Studies.

11.3 Ph.D. Supervisory Committee

The Faculty of Graduate Studies requires a supervisory committee for all doctoral students. The committee membership should be determined through discussion between the student and their supervisor, and should reflect research expertise and skills relevant to the proposed project.

This committee consists of at least three (3) members: the supervisor plus at least two (2) other members. All Ph.D. committees must include *at least one* core clinical faculty member or adjunct faculty member from the Department of Psychology who regularly supervises in the Clinical program, in addition to the supervisor. Any deviations from this composition **must** be reviewed and approved by the GPD-C *before* the supervisory committee is formalized. The supervisory committee members must be appropriate to the student's research domain, and must be appointed **within eight months** after admission to the doctoral program. The supervisor will notify the Graduate Program Advisor with the names of the supervisory committee and the Appointment of Supervisor and/or Supervisory Committee form will be completed, approved by the GPD-C, and forwarded to the Faculty of Graduate Studies.

11.4 Thesis and Dissertation Policies

The Program expects its students to be capable of independent research in their chosen areas of practice. At the same time, it is the Program's expectation that theses will be developmentally appropriate and that the standards employed to develop and evaluate the doctoral dissertation will be more stringent than those for the Master's thesis. These differential standards are embodied in the University of Calgary Calendar under "Graduate Regulations".

In these Regulations, the requirements for Master's thesis quality state that: *The thesis must demonstrate that the candidate is acquainted with the published literature in the subject of the thesis, that appropriate research methodology has been used, and that appropriate levels of critical analysis have been applied.* (ability to publish the results of a Master's thesis is not part of this evaluation)

The requirements for Ph.D. dissertation quality state that: *The doctoral thesis must reflect a significant contribution to knowledge, must contain evidence of a critical understanding of the relevant literature, and must employ appropriate research methodology. It is expected that the material embodied in the thesis must be of high quality and reflects the standards of the discipline.* (ability to publish the results of a Ph.D. thesis is not part of this evaluation)

Students and supervisory committees in the Clinical Program are expected to bear these criteria in mind when selecting a thesis or dissertation topic and research methodology. Further, because Program students are expected to complete all Master's requirements in two years, the Master's project should be manageable within that timeframe.

Note that, without prior approval of the GPD-C for a different format, Masters student's must complete a manuscript-style thesis (see Section 11.6). Doctoral students may choose to complete a manuscript-style dissertation. The Program policy for manuscript-style dissertations can be found on SharePoint.

11.4.1 Mock Defenses

Many supervisors wish to do mock (practice) defenses with their students prior to their proposal seminar, M.Sc. and/or Ph.D. defenses. These are allowed *prior* to when the student submits the final version of their proposal/thesis to the examining committee. Once this is submitted, the exam has started and supervisors should *no longer* be present at any mock defenses. Supervisory committee members, as well as any internal-external or external examiners, should never be present at any mock defenses (either before or after the final thesis has been submitted). Students can still do mock defence(s) after they have submitted their final thesis to the examination committee (e.g., with members of their cohort or lab), but in this case, supervisors should **not** be in attendance. Mock defenses with the supervisor in attendance are never allowed for the FoS Clinical Component.

11.5 M.Sc. Thesis Proposal Seminars (Pro-Sems)

Once a student and supervisor have appointed a supervisory committee, one of the first tasks will be the preparation of a research proposal. The Program requires a formal proposal meeting (Proposal Seminar, or Pro-Sem) for the Master's thesis. This meeting should be held before significant amounts of research work have been undertaken. The Pro-Sem is an opportunity for the student to present their research plans to the supervisory committee, to have these ideas discussed, and to obtain approval to proceed with the proposed research.

When a student is ready to present the research plan, they should prepare a document describing the proposed research. This document should include a review of literature sufficient to ensure the candidate is knowledgeable in the area of the thesis, as well as detailed methodology. The document may be up to 30 pages in length (double-spaced, Times New Roman 12-point font, not including title page, abstract, references, or appendices), and must clearly explain the rationale and method of the study. Once the document is prepared, and the student and their supervisor are confident the student

is ready to present the thesis plan, the oral Pro-Seminar should be scheduled. **Pro-Seminars for Master's level students must be held before the end of the student's first year (August 31).**

As the entire supervisory committee must attend the Proposal Seminar, it must be scheduled at a time where all members can attend, either in-person, hybrid, or virtually. The Graduate Program Advisor should be informed about the date of the meeting at least two weeks in advance. The student is responsible for sending copies of the proposal to their committee members and an electronic copy to the Program office for filing. The student should send their final document to their supervisor and all committee members **at least two weeks** prior to the meeting.

The Proposal Seminar meeting is chaired by the student's supervisor and provides an opportunity for the student to present their research plan, to answer questions about it, and to discuss improvements or amendments. Typically, the student gives a 10–15-minute presentation summarizing their proposal, and committee members then ask questions in turns. The total exam (not including student presentation time) should not exceed two hours. Once the supervisory committee has asked their questions and/or the maximum time has been allotted, the student should be asked to leave the room so that the supervisory committee can deliberate and make a determination. The decision to pass or fail is based on the written proposal and oral discussion collectively. Options are to:

- Pass with no revisions
- Pass with minor revisions – this typically does not require any changes to the written document.
- Pass with major revisions – this typically requires changes to the written document, which either the supervisor or the supervisor and all committee members (depending on the supervisory committee's preference) then reviews. The pass in this case can be contingent on these changes being made.
- Fail. This would occur in the event that the supervisory committee is not satisfied that all their concerns and questions were addressed. In this case, the student would revise their written document and hold another Proposal Seminar meeting no sooner than 2 months and no later than 6 months from the failure date.

The student is then invited to re-enter the room, where the supervisor ensures that they are aware of the absolute or conditional approval of the thesis plan, of any required modifications to the proposal, or if they received a failure. The supervisor must document the decision of the supervisory committee (i.e., pass/fail) and any required changes in a written memo. Copies of this memo must be provided to the student, committee members, the GPD-C, and the Graduate Program Advisor. A copy of these documents will be placed in the student's file.

Other aspects of the student's performance are judged in accordance with the Faculty of Graduate Studies criteria. If changes to the research plan are required (e.g., if the sample size is less than expected), the student and supervisor should consult with committee members well in advance of the defense date to approve any changes to the thesis. A significant departure from the approved research plan after the Pro-Sem has occurred must normally be re-approved by the supervisory committee.

11.6 M.Sc. Thesis Written Document and Oral Defense

The M.Sc. thesis defense takes place once the student has completed the research proposed at the Pro-Sem and has written a manuscript-length article based on this work (in APA format). The thesis documentation will consist of this article, as well as any appendices that are needed to inform the reader about details of methodology, expanded data sets, etc. Quantitative theses can be 40 pages maximum, double-spaced, Times New Roman 12-point font including tables and figures, but excluding front matter, title page, abstract, references and any appendices. Qualitative or mixed-methods theses can be 50 pages maximum, double-spaced, Times New Roman 12-point font including tables and figures, but excluding front matter, title page, abstract, references and any appendices

Students are also required to follow the thesis guidelines available on the Faculty of Graduate Studies' website. The thesis defense is scheduled and conducted in accordance with the policies and procedures set out by the Faculty of Graduate Studies. Students and supervisors are expected to be familiar with these policies and procedures. The appropriate Faculty of Graduate Studies forms are supplied by the Graduate Program Advisor.

11.7 Summary of M.Sc. Thesis Oral Responsibilities

Students and supervisors should be thoroughly acquainted with the M.Sc. Thesis Oral requirements, which are outlined in the University of Calgary Calendar. The Oral examination committee will include (at a minimum) the academic supervisor, the supervisory committee, and an examiner "external" to the Department but internal to the University (known as the internal-external; this member can be an adjunct faculty member). A neutral chair is added, but this member is non-voting.

Please note that the examination begins when the thesis is distributed. The examiners should not discuss the thesis or their evaluation of it with each other (or anyone else) prior to the oral examination.

11.7.1 The Supervisor

It is the responsibility of the Supervisor to schedule the thesis oral examination, to recommend all examining committee members to the GPD-C for approval, and to conform to the timelines set out in the *Thesis and Thesis Examination Administrative Processes* (available at <https://grad.ucalgary.ca/current-students/thesis-based-students/exams/thesis-defence>). Under no circumstances are students permitted to make arrangements for an examination.

- a) Ensures all supervisory committee members have reviewed a complete draft of the student's thesis and provided written approval that the examination can be scheduled. The Supervisor's signature on the *Notice of Examination* form acknowledges that this has occurred and that the entire thesis meets the minimum quality standard.
 - i. A complete draft of the thesis is comprised of a title page, abstract, introduction, method, results, discussion, figures/tables, and appendices (if relevant). Note that committee members should be given adequate time to review the thesis prior to the five-week deadline noted in (b) below (see also **Appendix D** for a typical timeline).

- b) Notifies the Graduate Program Advisor of the proposed committee membership, the title of the thesis, where the examination will be held (in-person, hybrid, virtual), and the date and time of the examination, and ensures the Graduate Program Advisor knows the composition of the examination committee **at least five (5) weeks** in advance of the examination date. This deadline is necessary in order to find a neutral chair, prepare documents, acquire appropriate signatures and send the document/s to FGS for approval.
- c) Signs the *Notice of Thesis Oral Examination* form once prepared by the GPA.
- d) Signs the *Final Thesis Oral Examination* form (signature sheet) only after the student has made any and all changes as required by the examination committee.
- e) Authorizes that all revisions have been made and by signing *Notice of Completion for Thesis-based Students* form gives departmental recommendation for convocation clearance to student as well as certifying that: the thesis meets all requirements stipulated in the University of Calgary Calendar "Thesis Guidelines," all changes requested by the examining committee have been made, that the student has fulfilled all Program in Clinical Psychology requirements for the degree, or that the student has not completed all Program in Clinical Psychology requirements and has the following still to fulfil (as listed, if applicable).

11.7.2 The Neutral Chair

- a) Ensures that all members of the examining committee submit the *Examiner's Assessment of Thesis* form and that all examiners have indicated whether the thesis is worthy of an award (yes or no).
- b) Ensures that the *Final Thesis Oral Examination* form is signed by all committee members.
- c) Signs the *Final Thesis Oral Examination* form and gives it to the Graduate Program Advisor immediately after the examination, along with the signed, original copies of all *Examiner's Assessment of Thesis* forms.

11.7.3 The Supervisory Committee

- a) Is responsible for reviewing a complete draft of the student's thesis and giving approval for the examination to be scheduled.
- b) Is responsible for knowing the date, time, and place of the examination, and for being on time.
- c) Is responsible for having thoroughly reviewed the thesis and prepared questions for the student.
- d) Submits the *Examiner's Assessment of Thesis* (including indicating whether the thesis is worthy of any award) to the neutral chair prior to the start of the oral examination. This is a confidential document that must not be shared with the candidate or other examining committee members before the final decision of the examining committee. This document must be submitted to the neutral chair before the oral examination can begin.

11.7.4 The Internal-External Examiner

- a) Is responsible for knowing the date, time, and place of the examination, and for being on time.
- b) Is responsible for having thoroughly reviewed the thesis and prepared questions for the student.

- c) Submits the *Examiner's Assessment of Thesis* (including indicating whether the thesis is worthy of any award) to the neutral chair prior to the start of the oral examination. This is a confidential document that must not be shared with the candidate or other examining committee members before the final decision of the examining committee. This document must be submitted to the neutral chair before the oral examination can begin.

11.7.5 The Student

- a) Is responsible for knowing the Program guidelines for examination as well as the appropriate FGS regulations.
- b) Submits a full draft of their thesis to their supervisory committee **at least six (6) weeks** before the proposed examination date. Supervisory committee members must provide written approval before the exam can be formally scheduled.
- c) In conjunction with the supervisor, selects an examination date and time, but should not be involved in any actual scheduling of the exam.
- d) Delivers a copy of the final thesis to each member of the examination committee **no less than three (3) weeks** prior to the examination. Once submitted, the exam has started. Master's thesis formatting guidelines are available at the FGS website. The Program policy is available on SharePoint.
- e) Is responsible for knowing the date, time, and place of the examination, and for being on time.
- f) Reports any problems or concerns about the examination to the Neutral Chair (if during the exam) or the GPD-C (if after the exam) immediately.
- g) After finalizing the thesis, submits signed form entitled *Notice of Completion for Thesis-Based Students*, as well as an electronic copy of thesis to the Faculty of Graduate Studies within the deadlines established by the Faculty of Graduate Studies.
- h) Submits *Application for Degree* in accordance with deadlines and ensures the deadline date for convocation is met.

11.7.6 The Graduate Program Advisor

- a) In conjunction with the Supervisor, ensures that all Faculty of Graduate Studies regulations are followed.
- b) Helps the Supervisor with the arrangements for the examination (e.g., room bookings).
- c) Arranges for a Neutral Chair.
- d) Issues all required examination forms and ensures that they are signed and dealt with appropriately and in a timely manner.
- e) Before the examination, provides each member of the examination committee with the *Examiner's Assessment of Thesis* form and *Notice of Thesis Oral Examination* form.
- f) Provides the student, supervisory committee members, and the Supervisor with a copy of the *Notice*, and all pertinent administrative information about the examination.
- g) Immediately informs the Supervisor of any problems (e.g., examination committee not receiving approval, etc.).

- h) Receives *Examiner's Assessment of Thesis* forms and the *Final Thesis Oral Examination* form, submits the latter form for the signature of the GPD-C, and forwards them immediately to the Faculty of Graduate Studies.
- i) Keeps all records of the examination in the student's file.

11.8 Admission to Doctoral Status

Admission to doctoral status is a formal decision of the Clinical Program. An in-program student who wishes to proceed to doctoral studies from M.Sc. studies must formally apply for admission. As part of the application process, the GPD-C and DCT will review all the material normally considered in the annual reviews related to academic, clinical and research activities, as well as the continuing fit between the student's interests and the Program's offerings. **Students are expected to complete the M.Sc. requirements in two years. A student who has taken more than two years to complete their Master's degree will not normally be recommended for entry to doctoral studies. In any event, students will not be permitted to register for doctoral level courses until all M.Sc. requirements have been completed.**

All M.Sc. II students who are applying to the Ph.D. must apply during the regular admissions cycle for the upcoming year. This means that the application must be submitted by the regular application deadline (i.e., November 15th of the M.Sc. II year). The student must do the following before applying:

- Apply online and pay the application fee. You do not need to provide a statement of intent or list of potential supervisors, but you will need to enter something in each field to progress through the application. You should provide your current list of awards, publications, and employment/volunteer experience. The system will ask for a research proposal and current CV. You do not need to provide these. The Graduate Program Advisor will waive these requirements once you have formally applied.
- Provide two letters of reference (one must be from your supervisor). Please inform your referees that they will receive a link to the online reference form.

The student's progress into the doctoral program will be assessed by the GPD-C and DCT, with input from the Clinic Director, Associate Director, and Practicum Coordinator as needed, as well as the M.Sc. II annual evaluation and the student's M.Sc. supervisory committee after the completion of the oral defense. A conditional letter of acceptance will be sent sometime in early summer. Once the thesis defense is completed and the supervisory committee's recommendation is received, the GPD-C will review the complete file and make a final recommendation regarding admission.

From time to time a student's progress or quality of work may be such that a recommendation is made by the GPD-C and DCT not to admit the student to Ph.D. studies. In such a case, the GPD-C and DCT will review the application material, consult with the student and any other appropriate persons as needed, and make a decision. The final decision, as well as the reasons supporting that decision, will be recorded in writing. If the decision is not to admit, the GPD-C will then notify the student and the Faculty of Graduate Studies. Otherwise, the student will be recommended for admission to doctoral studies without qualification. Admissions decisions are not subject to appeal.

The student and M.Sc. supervisor will also discuss the advisability of the M.Sc. supervisor continuing as the doctoral supervisor. It is recommended that the expectations and needs of both parties be discussed. A supervisor is required for admission. Once a student is recommended for admission, they must accept their offer of admission through their Student Centre portal.

11.8.1 Students Entering the Program at the Doctoral Level

Students transferring into the Program at the doctoral level *may* receive credit for some or all the M.Sc. course requirements as well as some or all Ph.D. breadth and elective course requirements. The GPD-C and DCT will meet with the student shortly before or after they enter the Program to determine the course credits and remaining Program requirements, including a tentative timeline for completion of courses, candidacies, and clinical milestones (many students, in particular students with a non-clinical master's degree, need to take up to an additional two years to complete program requirements and to accrue sufficient clinical hours to apply for residency). Students will be required to provide supporting documentation (e.g., course outlines, transcripts). Students seeking credit for the M.Sc. Practicum I – Assessment and/or Practicum II – Therapy milestone(s) should advise the Practicum Coordinator and provide them with the practicum evaluation forms from the relevant sites, signed by both the clinical supervisor and the student. Note that advanced credit will only be awarded for clinical training experiences that meet the requirements of our Program (e.g., supervised by a Registered Psychologist, sufficient direct supervision, etc.). This review process will also be used to determine the specific number of “Intervention and Assessment” and “Supervision” hours accrued. As part of the student's application for a predoctoral residency, the Program is required to verify the specific number of Intervention and Assessment Hours and Supervision Hours accrued by the student during the program and hours accrued during a “terminal Master's program.” The Program is expected to undertake “a thorough review of the Master's practicum experiences” prior to verifying hours.

Students entering at the doctoral level who are seeking advanced course and practicum credit should do this no later than September 1st of their first year in the Program.

11.9 Candidacy Requirements

Candidacy in the Clinical program is completed during the Ph.D. I and II years. For full details, please refer to the Graduate Program in Clinical Psychology: Candidacy Requirements policy on SharePoint, including timelines, appeal process, and evaluation guidelines.

To complete candidacy, all doctoral students in the Graduate Program in Clinical Psychology must successfully complete all of the following components:

1. All course requirements*
2. PhD dissertation proposal (Pro-Sem)
3. Field of study (FoS) Clinical Component, consisting of a written and an oral examination
4. Field of study (FoS) Research Component, consisting of a written examination

The Faculty of Graduate Studies candidacy regulations require that in order to be admitted to candidacy, the student must successfully complete a written thesis proposal that is approved by the Supervisory Committee (see Academic Regulations - Admission to Candidacy).

The FoS examination is completed in two parts (one focused on clinical concepts and a second focused on research concepts). For students who have completed a Master's in our program, the Clinical FoS examination is normally to be completed by the Spring semester in the first year of the Ph.D. program (typically May), although it may be completed in the Summer of that year (typically August) or in the second year of the Ph.D. program. For Ph.D. students entering with a Master's from another program, the FoS examination is normally to be completed by the Spring semester (typically May) in the second year of the Ph.D. program, but students may request to defer their Clinical FoS examination to the Summer semester (typically August) of the second year of the Ph.D. program, and their progress through the program will not be impacted. The Research FoS can be completed any time prior to August 31st of the second year of the Ph.D. program.

The Faculty of Graduate Studies requires that doctoral students must complete all requirements for admission to candidacy within 28 months after initial registration in the doctoral program.

() Please note the Faculty of Graduate Studies regulation indicating that courses must be completed before candidacy examinations does **not** apply to students in the Clinical Psychology Program. Students must indicate which required Program courses (breadth, elective, internship) are remaining in their degree Program. The GPD-C will authorize a limited number of courses necessary to the Program's requirements to be taken after the FoS examinations, subject to the approval of the Faculty of Graduate Studies. Students who take any courses over and above those courses approved at the time of the Candidacy examination will be assessed extra-to-Program fees for these courses.*

Note: Oral Candidacy examinations are a Faculty of Graduate Studies requirement. In addition, the Program has instituted a written portion as a required prerequisite to the oral examination. Since both Program and Faculty of Graduate Studies regulations are concerned, students and supervisors should be thoroughly knowledgeable about both sets of requirements.

Information from the Faculty of Graduate Studies supersedes this Handbook. Please report any discrepancies between the two documents to the GPD-C.

11.10 Summary of Ph.D. Thesis Oral Responsibilities

All students and supervisors are expected to be thoroughly acquainted with the Faculty of Graduate Studies' policies which provide information pertaining to the Ph.D. Thesis Oral examination. The Oral examination committee will include (at a minimum) the supervisor, the supervisory committee, an examiner "external" to the Department but internal to the University (this member can be an adjunct faculty member), and an examiner "external" to the University. This external examiner must meet specific criteria as indicated in the University of Calgary Calendar under academic regulations/thesis examinations. A neutral chair is added but this member is non-voting.

Please note that the examination begins when the thesis is distributed. The examiners should not discuss the thesis or their evaluation of it with each other (or anyone else) prior to the oral examination.

11.10.1 The Supervisor

It is the responsibility of the Supervisor to schedule the thesis oral examination, to recommend all examining committee members to the GPD-C for approval, and to conform to the timelines set out in the *Thesis and Thesis Examination Administrative Processes* (available at <https://grad.ucalgary.ca/current-students/thesis-based-students/exams/thesis-defence>). Under no circumstances are students permitted to make arrangements for an examination.

- a) Ensures all supervisory committee members have reviewed a complete draft of the student's dissertation and provided written approval that the examination can be scheduled. The Supervisor's signature on the *Notice of Examination* form acknowledges that this has occurred and that the entire thesis meets the minimum quality standard.
 - i. Normally the complete draft of the thesis will include all sections within the thesis (i.e., introduction, methods, results, discussion and relevant tables/figures), as well as introductory and concluding chapters for the entire thesis, and all front matter. Note that supervisory committee members should be given adequate time to review the thesis prior to the five-week deadline noted in (d) below (see also **Appendix D** for a typical timeline).
- b) Recommends the external examiner to the Graduate Program Advisor on the required Faculty of Graduate Studies form **at least six (6) weeks** prior to the anticipated examination date. A current C.V. of the potential external examiner must be attached. Normally an external examiner can only serve in the same program once every two years.
- c) Notifies the Graduate Program Advisor of the proposed committee membership, the title of the thesis, where the examination will be held (in-person, hybrid, virtual), and the date and time of the examination, and ensures the Graduate Program Advisor knows the composition of the examination committee **at least five (5) weeks** in advance of the examination date. This deadline is necessary in order to find a neutral chair, prepare documents, acquire appropriate signatures and send the document/s to FGS for approval.
- d) Signs the *Notice of Thesis Oral Examination* form once prepared by the GPA.
- e) Signs the *Final Thesis Oral Examination* form (signature sheet) only after the student has made any and all changes as required by the examination committee.
- f) Authorizes that all revisions have been made and by signing *Notice of Completion for Thesis-based Students* form gives departmental recommendation for convocation clearance to student as well as certifying that: the thesis meets all requirements stipulated in the University of Calgary Calendar "Thesis Guidelines," all changes requested by the examining committee have been made, that the student has fulfilled all Program in Clinical Psychology requirements for the degree, or that the student has not completed all Program in Clinical Psychology requirements and has the following still to fulfil (as listed, if applicable; e.g., residency).

11.10.2 The Neutral Chair

- a) Ensures that all members of the examining committee submit the *Examiner's Assessment of Thesis form* and that all examiners have indicated whether the thesis is worthy of an award (yes or no).
- b) Ensures that the *Final Thesis Oral Examination* form is signed by all committee members.
- c) Signs the *Final Thesis Oral Examination* form and gives it to the Graduate Program Advisor immediately after the examination, along with the signed, original copies of all *Examiner's Assessment of Thesis* forms.

11.10.3 The Supervisory Committee

- a) Is responsible for reviewing a complete draft of the student's thesis and giving approval for the examination to be scheduled.
- b) Is responsible for knowing the date, time, and place of the examination, and for being on time.
- c) Is responsible for having thoroughly reviewed the thesis and prepared questions for the student.
- d) Submits *Examiner's Assessment of Thesis* (including indicating whether the thesis is worthy of any award) to the neutral chair prior to the start of the oral examination. This is a confidential document that must not be shared with the candidate or other examining committee members before the final decision of the examining committee. Please note that the examination begins when the thesis is distributed. The examiners should not discuss the thesis or their evaluation of it with each other (or anyone else) prior to the oral examination.

11.10.4 The Internal-External and External Examiners

- a) Is responsible for knowing the date, time, and place of the examination, and for being on time.
- b) Is responsible for having thoroughly reviewed the thesis and prepared questions for the student.
- c) Submits *Examiner's Assessment of Thesis* (including indicating whether the thesis is worthy of any award) to the neutral chair prior to the start of the oral examination. This is a confidential document that must not be shared with the candidate or other examining committee members before the final decision of the examining committee. This document must be submitted to the neutral chair before the oral examination can begin.

11.10.5 The Student

- a) Is responsible for knowing the Program guidelines for examination as well as the appropriate FGS regulations.
- b) Submits a full draft of their thesis to their supervisory committee **at least eight (8) weeks** before the proposed examination date. Supervisory committee members must provide written approval before the exam can be formally scheduled.
- c) In conjunction with the supervisor and supervisory committee, selects an examination date and time, but should not be involved in any actual scheduling of the exam.

- d) Delivers a copy of the final dissertation to each member of the examination committee **no less than three (3) weeks** prior to the examination. Once submitted, the exam has started. Dissertation formatting guidelines are available at the FGS website. The Program policy is available on SharePoint.
- e) Is responsible for knowing the date, time, and place of the examination, and for being on time.
- f) Reports any problems or concerns about the examination to the Neutral Chair (if during the exam) or the GPD-C (if after the exam) immediately.
- g) After finalizing the thesis, submits signed form entitled *Notice of Completion for Thesis-Based Students*, as well as an electronic copy of thesis to the Faculty of Graduate Studies within the deadlines established by the Faculty of Graduate Studies.
- h) Submits *Application for Degree* in accordance with deadlines and ensures the deadline date for convocation is met.

11.10.6 The Graduate Program Advisor

- a) In conjunction with the Supervisor, ensures that all Graduate Studies regulations are followed.
- b) Helps the Supervisor with the physical arrangements for the examination (e.g., room bookings).
- c) Arranges for a Neutral Chair.
- d) Issues all required examination forms and ensures that they are signed and dealt with appropriately and in a timely manner.
- e) Before the examination, provides each member of the examination committee with *Examiner's Assessment of Thesis* forms and copies of the *Notice of Thesis Oral Examination* form.
- f) Provides the student, supervisory committee members, and the Supervisor with a copy of the *Notice*, and all pertinent administrative information about the examination.
- g) Immediately informs the Supervisor of any problems (e.g., examination committee not receiving approval, etc.).
- h) Receives *Examiner's Assessment of Thesis form* and the *Final Thesis Oral Examination form*, submits these forms for the signature of the GPD-C, and forwards them immediately to the Faculty of Graduate Studies.
- i) Keeps all records of the examination in the student's file.

12 ETHICS APPROVAL

All research conducted at the University of Calgary must receive ethics approval. The Conjoint Faculties Research Ethics Board (CFREB) reviews and approves research with human participants for researchers in non-medical faculties whereas the Conjoint Health Research Ethics Board (CHREB) reviews and approves research with human participants for researchers in medical faculties and for research with subjects recruited wholly or substantially through Alberta Health Services. All graduate students must successfully complete the TCPS2 Core Tutorial (<https://www.ucalgary.ca/research/researchers/ethics-compliance/tcps2-core-tutorial>) before submitting an ethics application.

Students who wish to use the Department Research Participation System to recruit undergraduate research participants will also need departmental approval, once ethics approval has been attained. Consult the Department of Psychology SharePoint for more information.

In addition to the University ethics approval, research that is conducted in other agencies (e.g., hospitals, schools) often requires the approval of that agency as well. Students who anticipate doing research in an outside agency should arrange with their supervisors to contact the appropriate person at that agency to determine what additional ethics approval, if any, is required.

Please note, a copy of your ethics approval certificate must be submitted to FGS along with your completed thesis/dissertation (see FGS thesis/dissertation guidelines).

13 PRACTICUM GUIDELINES

13.1 Practicum Requirements

All practicum milestones must be completed as part of the degree requirements for the M.Sc. and Ph.D. degrees. Forms and policies pertaining to practicum training are available on the Department of Psychology SharePoint site.

The Clinical Program requires that students complete several practica and a predoctoral residency (some sites refer to this requirement as an internship; we use the term residency). The requirements are set out in the form of “milestone requirements,” which are not formal courses, but have many of the same elements. For example, there will be a faculty member responsible to oversee the requirements, practicum and residency agreements, review progress, collect the interim and final evaluations, address concerns that may arise, and assign final credit for completion of each milestone. On the other hand, since this requirement is not a formal course, students do not have to register in a practicum or residency course. Rather, their completion of the requirements as set out in their practicum agreement will serve as the basis of the evaluation (pass/ fail). Practica and the residency are not included in GPA calculations.

The required practica and residency components are as follows:

Practicum I - Assessment

This practicum milestone occurs during the first year of training (M.Sc. I). This practicum takes place at the University of Calgary Psychology Clinic (UCPC) where students are introduced to a mix of adult and child assessment skills.

Practicum II - Therapy

This practicum milestone occurs during the Fall and Winter of the second year of training (M.Sc. II). This practicum takes place at the UCPC where students are introduced to a mix of adult and child therapy skills.

Advanced Practicum I

This practicum milestone occurs during the Ph.D. I year. Students are expected to engage in assessment and/or psychotherapy, as well as a range of complementary clinical activities. It is expected

that students will be on-site for clinical work from September to June for 2 days per week. The specific requirements of the Advanced Practicum are established on a student-by-student basis.

Advanced Practicum II

This practicum milestone occurs during the Ph.D. II year and is similar in content and structure to Advanced Practicum I. It is expected that students will be on-site for clinical work from September to June for 2 days per week. The specific requirements of the Advanced Practicum are established on a student-by-student basis.

Advanced Practicum III

This optional practicum milestone can occur at any time during the program (M.Sc. and/or Ph.D.), and is assigned based on student need. Normally this advanced practicum will take place in the UCPC. It is subject to availability and has a lower priority (i.e., Ph.D. I and II students have a higher priority for placement). The specific requirements of the Advanced Practicum are established on a student-by-student basis.

In accordance with the Clinical Program requirements, all students will complete approximately 1,000 total hours of supervised practicum experience. This requirement is in line with the standards recommended by the Canadian Psychological Association for doctoral-level training.

Pre-Doctoral Residency

A 12-month Pre-Doctoral Residency is a milestone requirement of the Program. The residency is a 12-month, full-time, paid, and supervised training experience in an approved clinical setting (2 half-year experiences are an option; see Section 14 below). The residency involves intensive exposure to various professional issues, the opportunity to work with a diverse range of clinical populations and problems, and advanced training in the use of specific psychological assessment and intervention strategies. Only students who are registered in the Program and in their final year of Ph.D. study may undertake the Doctoral residency. The specific requirements of the Doctoral residency are established on a student-by-student basis. *All students who enter the program at the master's level are expected to apply to their pre-doctoral residency in Ph.D. III, except in the case of documented extenuating circumstances and with the approval of the GPD-C and DCT.*

13.2 Role of the Practicum Coordinator

The Practicum Coordinator acts as a liaison between the Program in Clinical Psychology and practicum settings. This person is responsible for identifying potential supervisors (in collaboration with Directors of Training/Practicum Coordinators at practicum sites). Other duties include disseminating this information to Program students, monitoring the progress of students in practicum settings, ensuring that practicum evaluations are used in the evaluation of the student's overall progress in the Program, maintaining a record of the total number of supervised clinical hours obtained by each Program student, and providing practicum settings with student feedback regarding their practicum experiences. The Practicum Coordinator also develops new practicum placements as needed and familiarizes Clinical Supervisors with the policies and practices within the Program.

13.3 Practicum Settings

Practicum placements serve a variety of ages and populations. The range of practicum settings varies from year to year, depending on the availability of Clinical Supervisors. Typically, placements are available through hospitals and community clinics, as well as other private and non-profit agencies. In addition, the UCPS is a campus-based community mental health clinic available for practicum placements. Students should be aware that some placements may require travel outside of the Calgary area.

All practicum settings must be approved by the Practicum Coordinator. Practicum setting requirements are as follows:

- a) Practicum settings should have training as a designated function, and have a philosophy that is consistent with the Program's Mission Statement and Guiding Values and Principles.
- b) The practicum setting should provide students with a range of clinical experiences and ideally populations, whether with respect to presenting problem or other dimensions of diversity (e.g., age, ethnicity).

13.4 Practicum Supervisors and Supervision

Supervision will normally be provided by doctoral-level clinical psychologists designated by the Program as Adjunct Faculty Members or Clinical Supervisors (the latter may be formally recognized as "General Associates" by the university). Core Clinical faculty may also provide supervision. All supervisors must be Registered Psychologists.

Clinical supervisors are expected to be aware of the student's activities and progress, and provide informal instruction and guidance on an ongoing basis. Consistent with CPA Accreditation standards, this supervision should include direct observation while the student is performing interviews, assessments, and interventions. Use of methods such as videotaped sessions and observation rooms with immediate feedback capability is also strongly encouraged. Formal supervision must occur for a recommended minimum of one hour of supervision for every four hours of direct contact with clients. This supervision should include face-to-face review of the student's activities and progress, and explicit guidance and instruction. Normally, 75% of supervision should be done individually while 25% can be done in a group format.

Occasionally, students may be partly supervised by Clinical Psychology Residents or more advanced practicum students in the practicum setting. These arrangements are approved on a case-by-case basis, and always include co-supervisory arrangements with core Clinical faculty members, Adjunct Faculty Members, or Clinical Supervisors. Clinical Residents and advanced practicum students must be receiving feedback on their supervisory skills in these arrangements.

13.5 Practicum Placement Procedure

Obtaining a practicum placement is a competitive process and involves the following steps:

- a) Students meet annually with the Practicum Coordinator to discuss their current hours and training needs. This typically occurs early in the Winter term.

- b) Students will be asked to submit practicum application documents electronically to the Practicum Coordinator and their designate.
- c) The Practicum Coordinator obtains information from Directors of Training or Practicum Coordinators in the community about supervisor availability, and consults as necessary with individual students to assess their preferences, training needs, etc.
- d) The Practicum Coordinator assigns students to Clinical Supervisors based on the following criteria:
 - i. Seniority (Ph.D. II students get preference over Ph.D. I students, Ph.D. III students have the lowest priority)
 - ii. Training needs and interests
 - iii. Prior placements at comparable sites (e.g., those who have already been to AHS will be lower priority for future AHS placements to allow other students exposure to these sites)
 - iv. Academic and research progress
 - v. Demonstrated ability to meet practicum goals and deadlines
- e) The Practicum Coordinator will send the Clinical Supervisor a confirmation letter and supporting documentation (e.g., course outline) with a copy to the student. This information will be copied to the student, the academic supervisor, and the Practicum Coordinators/Directors of Training in the community, if relevant. The student can then set up the placement in Time2Track and complete all practicum documents.

Every effort will be made to provide students with their desired placements; however, this may not always happen. **Moreover, students who are offered a placement and turn it down are not guaranteed an alternative placement.** Note that the overriding goal in matching students to placements is to ensure that students receive well-rounded training and are competitive for the residency application process. This becomes more important as students advance in the Program.

Under no circumstances should students approach prospective supervisors to inquire about the possibility of a placement with them. There are multiple reasons that this would be frowned upon by practicum coordinator(s) at the university and community sites. Please speak with the Practicum Coordinator if you have interest in a particular site/supervisor or become aware of a new potential practicum placement. Identifying such a possibility does not guarantee placement at a new practicum site, because the Program must balance the needs of many students.

13.6 Practicum Expectations and Evaluation

It is **mandatory** that all students engaging in practicum training adhere to the following:

- a) Students are expected to behave in accordance with accepted professional and ethical standards at all times. Dress professionally. Be aware of and abide by dress codes within practicum sites.
- b) Complete and submit the *Practicum Agreement Form* to the Practicum Coordinator, to ensure that you will get the proper credit in the designated practicum milestone. Those students who engage in practicum training without doing so may also not be covered by the University of

Calgary's liability insurance.

- c) Submit the *Clinical Practicum Student Evaluation Report* (midterm and final) and the *Clinical Practicum & Supervisor Evaluation* to the Practicum Coordinator by the specified deadlines, with the required signatures. Students will not receive credit for their practicum milestones until both midterm and final evaluation forms are signed and submitted.

Practicum evaluations are graded as follows: clear pass, marginal pass, and fail. A clear pass and a marginal pass will receive a grade of "credit," whereas a fail will receive a grade of "no credit." If a student fails a practicum, they may be given the opportunity to do a remedial placement (see also 13.9 and 13.10). The decision to provide a remedial placement will be made on a case-by-case basis by the DCT and the Practicum Coordinator (and GPD-C, if relevant). If a student receives a final rating of "marginal pass," the Clinical Supervisor will document specific areas for improvement, a remediation plan (see 13.10) will be developed, and the Practicum Coordinator and DCT (and GPD-C, if relevant) will monitor the student's progress in these areas in subsequent placements. Students who wish to appeal a grade should refer to the University policy on Reappraisal of Grades and Academic Appeals.

Practicum evaluations are considered in the annual evaluation of students, as well as in the admission of students to the Ph.D. program. Please note that an unsatisfactory evaluation, or an inability to demonstrate improvement in those areas that have been identified as deficient (e.g., through a remediation plan), may result in dismissal from the Program. In addition, students must demonstrate aptitude and proficiency in their clinical training at the M.Sc. level in order to be accepted into the doctoral program.

13.7 Documenting Practicum Experience

Students are expected to keep an updated log of their clinical hours throughout their training, indicating the number of hours spent in various types of activities. The Association of Psychology Predoctoral Internship Centers (APPIC) guidelines divide clinical activities into intervention and assessment hours (i.e., "direct" service with face-to-face contact with clients), supervision received, and support activities. Depending on students' clinical experiences and level of training, approximately 25-50% of students' practicum hours should be direct service and about one hour of supervision should be received for every four hours of direct service. However, it is important to note that the APPIC Application for Psychology Internship requires students to provide a high level of detail regarding the nature of their clinical activities when applying for clinical residency (see www.appic.org). Thus, students are strongly encouraged to look at this application early in their training to ensure that their practicum record-keeping is thorough. Time2Track is free for clinical students through the Department's subscription, and should be used to record all hours and other relevant information.

The Practicum Coordinator maintains a record of the total number of supervised clinical hours obtained by all students in the Program and students' records should be consistent with this total. When students apply for residency, the letter of support written by the Director of Training will make reference to this total, thus the obvious need for consistency.

Students who are admitted to the Program at the doctoral level may seek credit for Practicum I – Assessment and/or Practicum II – Therapy, normally completed at the M.Sc. level. They should advise the DCT and Practicum Coordinator and provide them with the practicum evaluation forms from the relevant sites, signed by both the clinical supervisor and the student. Note that advanced credit will only be awarded for clinical training experiences that meet the requirements of our Program (e.g., supervised by a Registered Psychologist, sufficient direct supervision, etc.). The evaluations will be used to determine the specific number of “Intervention and Assessment” and “Supervision” hours accrued. Students seeking practicum credit should do this as soon as possible, but no later than **September 1st** of their first year in the Program.

13.8 Outside Clinical Activities/Program Sanctioned Hours

Students are strongly encouraged to perform their clinical activities within the practicum structure in the clinical curriculum. In specific cases, the program may sanction certain clinical activities that are outside of the formal practicum experiences.

These activities typically take two forms: 1) clinical work that is done in the context of a research project (e.g., structured interviews, assessment, program evaluation) and 2) senior students that engage in clinical work to obtain additional clinical hours or clinical exposures.

If after reviewing the *Program Sanctioned Hours Policy and Procedure* document (available on SharePoint) the outside clinical activities meet the criteria for program sanctioned hours approval, the following steps must be taken in order for the hours to be considered. Students must also discuss these opportunities with their academic supervisor prior to formally applying.

1. Complete the *Program Sanctioned Clinical Activities Approval Form* **prior to starting the clinical experience.**
2. Submit the signed *Program Sanctioned Clinical Activities Approval Form* to the Practicum Coordinator for approval.
3. **Once approved,** complete the *Program Sanctioned Clinical Activities Agreement Form*, the *Midterm Evaluation*, and the *Final Evaluation* with your clinical supervisor via Time2Track.
4. Final program sanctioned hours will be approved by the Practicum Coordinator via signature on the *Final Evaluation Form* on Time2Track.

13.9 Early Termination of the Practicum

In exceptional circumstances, a practicum may be terminated by the student or the Clinical Supervisor. In either case, there must be written documentation outlining the specific circumstances that led to the termination and this documentation must be made available to and signed by the student, the Clinical Supervisor, the Practicum Coordinator, and the Directors of Training/Practicum Coordinators at the training site. This documentation may take the form of a final *Clinical Practicum Student Evaluation Report* or a written memorandum.

If a practicum is terminated, the student may or may not be offered an additional placement. Decisions will be made on a case-by-case basis. The Practicum Coordinator, in consultation with the student, the academic supervisor, the DCT (and the GPD-C, if relevant), and the Clinical Supervisor, will review the final *Clinical Practicum Student Evaluation Report* to determine whether the accumulated practicum hours will be counted toward the minimum number of practicum hours required by the Program.

13.10 Remedial Training

When a student does not successfully meet practicum expectations or when significant concerns regarding clinical performance or professionalism arise (i.e., marginal pass, fail, termination), a formal remediation process will be initiated. The Clinical Supervisor will document specific areas in which the student's performance does not meet established benchmarks. A remediation plan will then be developed by the Practicum Coordinator and DCT to identify relevant competency domains, targeted areas for growth, required remediation activities, and a defined timeline. A meeting will be held with the student, their academic supervisor, the DCT (and GPD-C if relevant), the Practicum Coordinator, and other appropriate student support representatives, as needed, to review the plan. The finalized remediation plan will be signed by the student to acknowledge understanding of expectations. The Practicum Coordinator and DCT (and GPD-C, if relevant) will subsequently monitor the student's progress through ongoing evaluations and/or future practicum placements.

Please note that an unsatisfactory evaluation or an inability to demonstrate improvement in areas identified as deficient in the remediation plan may result in dismissal from the Program.

13.11 Access to Practicum Files

The Practicum Coordinator, or their designate, is responsible for maintaining files regarding students' practicum placements. These files will include, but will not be limited to: 1) records of placements taken previous to the Program, for which credit is requested and 2) placement supervisors' evaluations of practicum performance for all placements taken within the Program.

The files are the property of the Program in Clinical Psychology. Access to these files is limited to the student involved, the DCT, the GPD-C, the Practicum Coordinator and designate, the academic supervisor, the Graduate Program Advisor, and members of site visit teams for the accreditation panels of groups, such as CPA, by which the Program is accredited. Students may review from their files any of the practicum forms that they have signed and should retain copies of these documents for their records.

14 CLINICAL RESIDENCY

Without documentation of extenuating circumstances and prior approval of the GPD-C and the DCT, all students who enter the program at the master's level are expected to apply for clinical residency in Ph.D. III, and complete clinical residency in Ph.D. IV. For students who enter the program at the doctoral level, timeline to apply to residency will be determined on a case-by-case basis.

To be eligible for residency, students must have completed their Candidacy exams, completed all course work, completed all practicum milestones, and at a minimum, successfully defended their

dissertation proposal. It is strongly recommended that students have their data collection completed, and that, if at all possible, they have submitted a first draft of the dissertation to their academic supervisor before they leave for residency.

Students will preferably be placed in CPA- and/or APA-accredited residency programs. However, it is recognized that there may be exceptional circumstances that prevent a student from attending an accredited residency in a small minority of cases. Please consult the *Policy Regarding Applications to Non-Accredited Clinical Residency Sites* (available on the Department's SharePoint) for guidelines on the process of applying to a non-accredited residency sites.

In the case of non-accredited residency settings, it is the responsibility of the student to obtain the necessary information from the setting to establish its equivalency to an accredited program (see policy). If a student wishes to arrange a non-accredited residency experience, they should consult with the DCT in September. **All documentation must be received by the DCT by October 1st so that it can be reviewed by Program Council at the October meeting.**

Two very useful websites for residency information are:

- Canadian Council of Professional Psychology Programs CCPPP) www.ccpvp.ca
- Association of Psychology Postdoctoral and Internship Centers (APPIC) www.appic.org
 - This website includes links to residency program brochures (normally available in mid-July of the upcoming match year).

Students are also strongly encouraged to sign up for the MatchNews email list-serv in the spring of Ph.D. II. This list contains key information and dates relevant to the match. Students can sign up for this list-serv at: <https://www.appic.org/E-Mail-Lists/Choose-a-news-list/Match-News>.

It is also recommended that students review *Match Made on Earth* for a treasure trove of information about applying for residency. This free book is available at:

[https://www.mun.ca/psychology/media/production/memorial/academic/faculty-of-science/psychology/media-library/psyddocs/Match%20Made%20on%20Earth%20Second%20Edition%20\(July%202017\).pdf](https://www.mun.ca/psychology/media/production/memorial/academic/faculty-of-science/psychology/media-library/psyddocs/Match%20Made%20on%20Earth%20Second%20Edition%20(July%202017).pdf)

Admission to clinical residency is by competition. A proposed timeline for application is contained on the CCPPP website. **Note that requests to the DCT for letters/forms confirming readiness to do the residency are due October 15.**

Students should also consult with the residency settings to which they are considering applying, to ensure that the experiences they will obtain fit their interests and requirements. Because residencies are typically viewed as the finishing experience of graduate programs in clinical psychology, and often lead to paying positions, students are urged to consider the selection of a residency with a view towards their long-term career interests, rather than short-term considerations, such as convenience or stipend.

As the Program in Clinical Psychology is a member of the Canadian Council of Professional Psychology Programs (CCPPP), and the Council of University Directors of Clinical Programs (CUDCP), the Program is committed to Association of Psychology Postdoctoral and Internship Centers' (APPIC) policies regarding the offering and awarding of residencies. These policies are found in the directory of residencies provided by the CCPPP, and students who intend to go on residency should read and know these procedures (see the APPIC website at <https://www.appic.org/>). Students must immediately report violations of these procedures to the DCT.

Students who apply for, but do not obtain, a clinical residency in Phase I can make use of the Phase II Match. Students in this position should immediately contact the DCT. It should be noted that the residency is a pre-doctoral milestone requirement, which must be satisfactorily completed before a student will be authorized to receive a doctoral degree.

Students, when being paid by the residency site, should first and foremost be covered by the site's insurance as an employee. In terms of additional professional liability insurance, students, as long as they are actively enrolled at the University of Calgary during the semester of their residency, are also covered by the University's general liability and medical malpractice insurance for activities related to their education and training.

If you require a certificate of insurance, you will need to have the DCT request this certificate on your behalf. Students will also need to provide written documentation from the residency site, requesting the certificate of insurance.

15 STUDENT EVALUATION

The evaluation of students is an integral part of any sound program. Although the focus of evaluation tends to be on formal assessments, it is important to note that the best evaluation is critical self-examination, as part of an ongoing process of personal development. Formal evaluations are an important adjunct to informal, continuous evaluation.

Clinical Psychology Program students are evaluated in a few continuing ways.

First, there are course examinations and requirements and candidacy examinations, established within the limits set by the Program.

Second, students are evaluated with the criteria established by the Faculty of Graduate Studies and must complete the Graduate Student Annual Progress Report (APR) by May 15th so that it can be approved by supervisors and the GPD-C by the FGS deadline of June 30th. Note that to provide all the information that is required for accreditation, the Annual Progress Report must be filled out thoroughly and per the guidelines in **Appendix E**. In addition to submitting the Annual Progress Report, students must complete the Checklist of Breadth and Elective courses, available in SharePoint.

Third, student performance in clinical practica and residencies is evaluated by on-site supervisors, who send the evaluation forms to the Practicum Coordinator (practicum) and DCT (residency). The GPD-C may also review these forms.

Finally, as a student in clinical psychology, you should be aware that faculty are obligated ethically and professionally to not advance or recommend graduate students with demonstrable problems (e.g., cognitive, psychological, interpersonal, or ethical) that may interfere with professional competence. Given this obligation, you should be aware that your competence in the following areas will be evaluated: (a) interpersonal and professional competence; (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on others); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or Program faculty; by the successful completion of remediation plans; by participating in personal psychotherapy to resolve issues or problems). Clinical supervisors are asked specific questions regarding these aspects of competence on the *Clinical Practicum Student Evaluation* report. The evaluation of students in M.Sc. II will include an assessment of the suitability for acceptance into the doctoral program based on these criteria. This assessment will be made by the GPD-C and DCT, in potential consultation with the Clinic Director, Associate Director, and Practicum Coordinator, as well as the student's academic and/or clinical supervisors.

16 GRADUATION

Although the Program in Clinical Psychology has as its ultimate goal the training of doctoral-level clinical psychologists (and does not normally provide terminal master's degrees), students in the Program earn a Master's degree en route to the Doctoral degree. Thus, students will normally have two graduations before they successfully complete the Program. Students should ensure that they fill out *Application for Degree* forms and submit them to the Faculty of Graduate Studies in accordance with the timelines in the Faculty of Graduate Studies Calendar.

Upon successful completion of the M.Sc. or Ph.D. thesis defense, and delivery of a satisfactory thesis to the Faculty of Graduate Studies, the student will be recommended for graduation at the next convocation. Students do not technically "have" a degree (or the associated title) until the convocation ceremony is completed.

17 APPEALS

Students have the right to appeal any course grade, practicum or residency evaluation, thesis or Candidacy examination result, annual evaluation, or decision regarding continuance or graduation. Admission decisions (i.e., admitting a M.Sc. student to the Ph.D.) cannot be appealed. The level and type of appeal will be contingent upon the nature of the grade, evaluation or decision that is being appealed. For example, in the instance of a practicum failure, the student should first appeal to Practicum Coordinator. Failing satisfactory resolution at that level, the matter should be brought to the

GPD-C and/or DCT who will attempt to resolve the issue directly, or through an arbitrator. Students should also consult the Faculty of Arts appeals procedures where course grades or milestone completions are the issue. Confidentiality will be maintained throughout the process.

In the event of a more serious allegation or appeal, aligned with the CPA's Canadian Code of Ethics for Psychologists, students are encouraged to first appeal to the individual involved. If such an appeal is not possible or appropriate, students should bring their appeal or allegation to the attention of the GPD-C (for academic and research-related issues) and/or the DCT (for clinical training-related issues). The GPD-C/DCT may attempt an informal resolution of the issue. If this is not possible, the appeal should be brought to the attention of the Department Head. Appeals that are unsuccessful at the level of the department can also be brought to the attention to the Faculty of Graduate Studies Appeals Committee (see the Faculty of Graduate Studies' Calendar and website). Confidentiality will be maintained throughout the process.

Students who wish to appeal, but who are uncertain about the procedures or about their decision, may also request an informal consultation with the GPD-C. In the event of a more serious concern, students should also informally consult with a Graduate Academic and International Specialist in the Faculty of Graduate Studies. They are available to advise students on graduate student policies and have experience in issue resolution (see FGS website for up-to-date contact information).

The **Student Ombuds Office**, which is also available to all students in the Program, strives to provide an effective and accessible service to all Graduate Students, and is committed to fairness and confidentiality for all parties (information can be found at <https://gsa.ucalgary.ca/services/university-information/ombudsperson/>). The Graduate Students Association (GSA) Ombudsperson is available to assist with term and final grade reappraisals, appeals of academic and non-academic violations and other issues affecting your academic progress at the University.

18 STUDENT INPUT INTO THE CLINICAL PROGRAM

Program students have various means of evaluating the clinical and graduate courses and of providing input to the Program itself. First, students provide feedback about both courses and practicum placements through evaluation forms. All graduate courses in the Program in Clinical Psychology are evaluated by students, with a view to making course improvements. Practicum placements are similarly evaluated by students, with a view towards an improvement in clinical supervision or, in the case of extreme problems, the removal of practicum placements from the Program's inventory.

A second avenue of student input into the Program is through the Cohort Advisory Council. Students are able to offer feedback to these council members as needed, or they may be formally asked for input regarding program changes and enhancements.

Third, students are represented on the Program Council, which normally meets monthly. One to two Cohort Advisory Council members (on a rotating basis) attend the Program Council (one of whom will have voting privileges). Students may bring items to the agenda of the Program Council and express

their opinions to the Program Council through a vote at Council meetings. Students also receive minutes from the Program Council meetings so that they are kept informed about the activities of Program Council.

Fourth, Program students have an elected representative who attends Department of Psychology meetings and is a voting member.

Fifth, graduate students in clinical psychology have representation on the Graduate Student Council through the Graduate Students Association of the University of Calgary. This position, again, is an elected one. The Council can be a forum for raising more general concerns related to graduate education at the University of Calgary.

Sixth, every three years, the Program receives feedback from the Canadian Graduate and Professional Student Survey (CGPSS) in a variety of areas, including overall satisfaction, research experience, and supervision.

Finally, the Program conducts periodic surveys of graduate students on specific issues within the Program, most recently (in 2021) to obtain students' perspectives on equity, diversity, and Inclusivity in the Program.

In addition to these formal procedures for student input, informal input through discussion with the GPD-C, DCT, and/or members of the Program faculty is encouraged. As the "consumers" of the Program, students are in a privileged position to make suggestions for improvements, and these will be seriously considered.

19 STUDENT FUNDING

Program students are funded in a variety of ways, including:

- Graduate Assistantships – Teaching (GATs) / Graduate Assistantships – Non-Teaching (GANTs)
- Graduate Assistantships – Research (GARs)
- Stipend/scholarship support from the supervisor's research grant(s)
- External scholarships and fellowships, including but not limited to SSHRC, CIHR, and NSERC
- Internal scholarships and fellowships, including from the program, department, faculty, or university competitions, such as the Graduate Awards Competition (GAC)

Students are **required** to apply for all possible internal (e.g., GAC) and external scholarships for which they are eligible. A full copy of the program's funding policy is available on SharePoint. The program endeavors to make funding decisions as early and transparently as possible, but because the different timelines of the various funding mechanisms are not aligned, it is challenging. *Note that first-year students are not permitted to hold GAT/GANTs due to the heavy workload.*

19.1 Funding for Conference and Residency (Interviews) Travel

As long as funds are available, the Program also offers money to students who are presenting papers or posters at peer-reviewed conferences (\$500/year maximum). This money is intended to assist students with travel and registration costs. The *Conference Funding Application* form is available in SharePoint and should be directed to the GPA with supporting documents, which includes confirmation of the presentation at the conference and a list of conference-related expenses.

Depending on the availability of funding, student travel for residency interviews (if applicable) may also be eligible for travel funding.

Please note that these funds are limited and are distributed on a first-come, first-served basis during the budget year (May 1 to April 31). Students may apply for funding for one conference per budget year.

20 LEAVES OF ABSENCE

Students should be aware that the University has a policy for various leaves of absence. Please consult the Faculty of Graduate Studies for further information. Under exceptional circumstances, planned temporary withdrawals from the Program can also be arranged. Please do not hesitate to contact the GPD-C if you would like to discuss a leave of absence or temporary withdrawal from the Program. Consultations with FGS are also readily available.

21 OUTSIDE WORK

Students will proceed through the Program best if they do not engage in outside work. The minimum guaranteed funding is intended to keep students on campus and working on their academic programs as much as possible. However, from time-to-time students may need to pursue outside work in order to supplement their income or help with household finances. Students approaching the end of their doctoral degrees may also find that they are in a position where they are no longer eligible for program funding, and will need outside work to supplement their incomes. The position of the Program is that, within the framework provided by the Faculty of Graduate Studies, students should concentrate first on their academic work, and secondly on outside work as a means of income.

Students who find that they must engage in outside work **must discuss this with their Supervisor and the GPD-C to obtain approval**, and to assess its impact on their program, as students may have internal funding limited or denied if engaged in outside work. **Note that per the Canadian Psychological Association's accreditation standards, enrolled students cannot work more than an average of 20 hours a week in employment outside the program.** These hours do not include teaching and research assistantships, sessional appointments, or residency hours.

Students should also be aware that there are liability issues associated with non-Program psychological work that should be considered before accepting any such positions. Finally, students holding external awards must comply with the university's and respective agency's guidelines regarding other sources of income while holding a scholarship. Failure to do so may result in the loss of the award.

22 REGISTRATION (LICENSING)

It is the intent of the Program in Clinical Psychology that its graduates should be able to become registered in any province in Canada. The Program carefully follows registration developments in other jurisdictions that might require curricular changes. **While it is the Program's goal to ensure that students meet registration requirements, students should not normally seek registration while involved in the Program.** Students who are not registered retain a special status within the profession, and are protected under the responsibilities of the Program and supervising psychologists for their professional work. Students who are provisionally or fully registered are responsible not only to the Program for their functioning, but also to the professional association. It is possible that this dual responsibility may lead to professional and/or liability problems for students. Further, the registration process itself is very expensive.

An exception to the guideline that students not seek registration while involved in the Program concerns students planning to reside in Alberta post-graduation. These students can seek registration during their predoctoral residency year, which facilitates employment with Alberta Health Services (AHS) after graduation. The Program has a memorandum of understanding with the College of Alberta Psychologists that accredits the Program so that Program graduates (or near graduates) can apply for registration without detailed review of their academic credentials. This document is available in the Department SharePoint along with the form that can be used to apply for registration following this “pathway” (*CAP Pathway for Academic Credentials*). Students initiating this process must send an email to the DCT requesting that the director contact the College to confirm that the student is eligible for registration.

Once graduates of the Program are ready to begin the registration procedure, the Program is pleased to provide any necessary letters of support. Students should consult the DCT about any questions they have. **Although the Program will make registration information available to students, it is not the Program's responsibility to ensure that students are ready for registration.**

Students should ensure that their courses (including breadth courses) and practical experience are sufficient for those jurisdictions in which they intend to work after graduation. Students should retain copies of all course outlines for the courses they complete in the program, as these are often required for licensing.

23 ETHICS

The Program in Clinical Psychology endorses the code of ethics and guidelines of the College of Alberta Psychologists (CAP) and the Canadian Psychological Association (CPA). Students in the Program are expected to be familiar with these codes and guidelines, and to behave in accordance with them, and with other ethics documents and guidelines appropriate to their work (e.g., specialty guideline documents). The Program encourages students to become Student Members of the CPA and other organizations to learn more about current issues in professional psychology.

Because of its support for the codes of ethics and guideline documents of the professional associations, the Program takes very seriously any allegations of unprofessional or unethical student conduct. Allegations will be investigated by the GPD-C and/or DCT, and will be considered in decisions concerning a student's continuance in the Program. In like manner, Program faculty are also expected to belong to professional organizations, and to behave in an ethical manner.

Allegations of unprofessional faculty conduct will also be investigated by the GPD-C and/or DCT, and may be referred to the appropriate University or professional conduct committee for action.

Since the Program would rather deal with an ethical dilemma or problem before it becomes a matter of complaint, students who find themselves in ethical dilemmas are encouraged to consult with Program faculty. Further, the Program strongly encourages (but does not require) all students to obtain *professional and legal liability insurance*. Legal liability insurance will provide for legal coverage should a serious ethical complaint be lodged against a student, while professional liability insurance will protect both the student and the people for whom they provide services in the event of actual professional liability. Both types of insurance are available to student members of the CPA (cpa.ca).

Please note that ethical violations must be reported on the APPIC residency application, both by the student and by the DCT.

24 PROFESSIONALISM AND PROFESSIONAL ETIQUETTE

As graduate students in clinical psychology, you represent the profession of clinical psychology in the classroom, clinical and research settings, and community. As such, it is critical that you demonstrate professionalism in your actions and interactions with peers, faculty, staff, supervisors, and other professionals, as well as with the students you teach/mentor, clients, research participants, and others with whom your work.

Dress in Professional Environments. When on clinical placements and meeting with research participants, students should dress in a manner that is appropriate to the professional nature of their activities.

Responsibilities Regarding Websites, Blogs, Email, Email Signature and Answering Machine/Voice Mail Messages (adapted from the University of San Diego graduate student handbook). The Council of University Directors of Clinical Psychology (CUDCP) has shared information with member programs concerning the potential implications of information clinical graduate students share in various electronic modalities, such as blogs, personal pages in social networking sites, on personal web pages, emails, and recorded voicemail messages. These electronic media are being accessed or used in ways that extend beyond their original intent. That is, what may seem to be fun, informative, and candid might put the student and, by extension, the Program, the University of Calgary, and/or the profession in a bad light.

Examples of how these media have been accessed include, but are not limited to, the following:

- Residency programs report conducting web searches on applicants' names before inviting applicants for interviews and before deciding to rank applicants in the match.
- Clients conducting web-based searches on trainees' names and finding information about therapists (and declining to come to clinics based on what they find).
- Potential employers conducting online searches of potential employees prior to interviews and job offers.
- Answering machine/voicemail messages are perceived as unprofessional when accessed by supervisors, students, clients, or current or potential employers.

Consequently, what a student might see as "private" self-disclosure reflecting their perceptions of themselves may actually be very public. Examples include personal websites, blogs, and personal pages on Facebook, X, BlueSky, Instagram, Threads, SnapChat, TikTok, LinkedIn and other social media platforms that even may date back to *before* graduate school.

If you identify yourself as a graduate student in the Program, then the Program has an interest in how you portray yourself and the Program. Students are advised to engage in "safe" online and social media practices and be concerned about professional demeanor and presentations. If you report doing (or are depicted on a website or in an email as doing) something unethical or illegal, and this information is conveyed to Program faculty, this information may be used by the Program to determine probation or even dismissal. As a preventive measure, students (and faculty) should approach carefully any online websites, blogs, and social media platforms that include personal information, and always be mindful of their digital footprint. Consider the image you wish to portray of yourself in the content and signature lines of your email. In these cases, is there anything posted that you would not want the Program faculty, employers, family, or clients to read or view?

Students are expected to become familiar with and adhere to University of Calgary's Information Technology (IT) policies regarding appropriate use of information technology and network access. Students should also be familiar with the University's *Information Security Classification Standard*.

Cell Phones. Professionalism is expected in appropriate student use of cell phones and texting. Use the vibrate function or turn your cell phone off during all classes, clinical and research sessions, and supervision and meetings with your mentor or mentees, as well as while teaching and when presenting at or attending sessions at a professional meeting or conference. Furthermore, if your cell phone or home telephone is ever used for professional purposes (research, teaching, or clinical activities), ensure that the voice mail greeting is appropriate and professional in demeanor and content.

Responsibilities Regarding Use of AI. For information on University policies regarding AI use by graduate students, see <https://grad.ucalgary.ca/current-students/important-resources-and-supports/graduate-ai-guidelines>. To maintain privacy and confidentiality, students must never enter protected test items, protocols, scoring tables, practice recordings, or identifiable clinical material into a generative-AI system. Students remain responsible for the accuracy, citations, privacy, and

professional appropriateness of their research and clinical work.

25 PROGRAM POLICIES RELATED TO TRAINEES WHO EXPERIENCE CONFLICTS WORKING WITH DIVERSE CLIENTS/PATIENTS

This policy is based on that developed in January 2014 by the BEA Working Group on Trainee Conflicts Serving a Diverse Clientele, APA Education Directorate.

In our CPA-accredited Program, we are committed to a training process that ensures that graduate students develop the knowledge, skills, and attitudes to work effectively with members of the public who embody intersecting identities, attitudes, beliefs, and values. When graduate students' attitudes, beliefs, or values create tensions that negatively impact the training process or their ability to effectively treat members of the public, the Program faculty and supervisors are committed to a developmental training approach that is designed to support the acquisition of professional competence. We support graduate students in finding a belief- or value-congruent path that allows them to work in a professionally competent manner with all clients/patients.

For some trainees, integrating personal beliefs or values with professional competence in working with all clients/patients may require additional time and faculty support. Ultimately, though, to complete our Program successfully, all graduate students must be able to work with any client placed in their care in a beneficial and non-injurious manner. Professional competencies are determined by the profession for the benefit and protection of the public; consequently, students do not have the option to avoid working with certain client populations or refuse to develop professional competencies because of conflicts with their attitudes, beliefs, or values.

Please note that the Department of Psychology has an Equity, Diversity, and Inclusion (EDI) Committee that welcomes the involvement of graduate students.

26 SOCIAL EVENTS

The Program has social events each year. Please watch your e-mail for notices. The Department of Psychology also has a graduate students' association, known as the Psychology Graduate Students Association (PGSA), which organizes social functions.

27 UNIVERSITY SERVICES

27.1 Sexual and Gender-Based Violence

Sexual and gender-based violence (SGBV) are serious problems in our society and are defined as any violence – physical, psychological, or sexual – that is committed, threatened, or attempted against someone without their consent and by targeting them because of their sex, gender identity, gender expression, and/or sexual orientation. These are complex issues, and can include many different things, such as sexual assault, harassment, discrimination, sexism, stalking and offensive or unwelcome language and attention. At the University of Calgary, we are working diligently to create a safe campus environment where SGBV is never tolerated. The University of Calgary has a stand-alone SGBV policy

that applies to all community members including students, faculty, staff and volunteers. It also outlines jurisdiction for responding to off-campus incidents that occur between two university community members, as well as any online violence. One of the key elements of the SGBV policy is the addition of the Sexual and Gender-Based Violence Prevention and Support Team, which includes individuals who provide education and champion the needs and rights of any UCalgary community member affected by sexual and gender-based violence. This team provides a safe space where people of all genders, sexualities, and backgrounds can find the support and care they need, whether that means advocating for academic or professional accommodations, informing you of reporting and therapeutic options, accompanying you to appointments, helping you tackle everyday challenges or just having someone there to listen. For more information, visit the Sexual and Gender-Based Violence Support Office website: <https://www.ucalgary.ca/sexual-violence-support>. To arrange a confidential consultation, contact the team at svsa@ucalgary.ca, or by submitting a Disclosure Form on their website.

27.2 Student Wellness Services

The SU Wellness Centre is in MacEwan Student Centre (MSC) 370. Students can access free, confidential counselling through this Centre. Students experiencing personal problems are encouraged to make use of this confidential service, which is available by appointment at:

<https://www.ucalgary.ca/wellness-services/services/mental-health-services/counselling-services>

Please note that there is a list of mental health resources for students in SharePoint. Students interested in seeing a clinician in the SU Wellness Centre can indicate that they are a student in our Program and they will be matched with a therapist who is not a trainee. The Psychological Association of Alberta indicates which therapists offer a student discount. In addition, the test library has two copies of *Self-care for Clinicians in Training: A Guide to Psychological Wellness for Graduate Students in Psychology* by Leigh A. Carter (2014). This is an excellent resource. You are encouraged to borrow a copy or purchase your own copy.

The SU Wellness Centre also has physicians, chiropractors, massage therapists, and psychiatric consultants available. Appointments can be made by phoning (403) 210-9355. More information is available at: <https://www.ucalgary.ca/wellness-services>

27.3 Student Accessibility Services

The mission of Student Accessibility Services (SAS) is to support students with disabilities through academic accommodations and funding for disability-related services. SAS also provides neurodiversity support and advising. Students are encouraged to register with SAS as early in their program as possible. For information on SAS and on how to register for support, visit:

<https://www.ucalgary.ca/student-services/access>. SAS is in MacEwan Student Centre (MSC) 452. You can also call them at (403) 210-6019 or email them at access@ucalgary.ca.

27.4 Recovery on Campus

Recovery on Campus is a peer-driven, inclusive program that supports students, faculty, and staff across all addiction recovery pathways and stages. It provides peer support, substance-free events, scholarships, research, and education. For more information on currently available offerings, visit their website: <https://www.ucalgary.ca/about/commitments/recovery-campus>

27.5 Campus Security Services and Safewalk Program

Campus Security patrol the buildings and grounds of the University of Calgary. For non-emergency security matters, they can be reached by dialing (403) 220-5333 or by submitting an incident report online (<https://www.ucalgary.ca/risk/campus-security>). If it is an emergency situation, dial 9-1-1.

The Safewalk Program provides security personnel and trained volunteers who can accompany students, faculty or staff around the campus, including to parking lots and residence buildings. They can be reached at (403) 220-5333 24 hours a day, 7 days a week, 365 days a year. They can also be reached using Campus Help Phones (help phones are not just for emergencies). This is a free service.

27.6 Faith and Spirituality Centre

The Faith & Spirituality Centre seeks to cultivate a pluralistic community by encouraging cultural and religious literacy, community building, and social change as an integral part of the student experience. The Faith & Spirituality Centre also has a drop-in space for all. Study, eat your lunch, meet new people, or simply relax. They have free snacks, coffee/tea, and a variety of activities you can do while in the centre. Drop by anytime to learn more about their programming or to visit with a faith representative. For more information on programming and multi-faith spaces and/or drop-in space related to faith and spirituality on campus, visit <https://www.ucalgary.ca/student-services/faith-spirituality/faith-spirituality>.

27.7 Q Centre

The Q Centre is a safe, comfortable and inviting space for the 2S/LGBTQIA+ community at the University of Calgary. Services include a library, peer support services, as well as drop-in space located in MacEwan Student Centre (MSC) 225. Graduate students interested in learning more can contact gsa2.gsa@ucalgary.ca, or visit the Q Centre's [website](#).

27.8 Writing Symbols Lodge

The Writing Symbols Lodge provides academic, personal, and cultural support services and programs to First Nations, Métis, and Inuk/Inuit students. They host a number of events throughout the year, and also offer Indigenous Wellness Services. Find out more at: <https://www.ucalgary.ca/writing-symbols>.

The University's commitment to supporting Indigenous students, staff, and faculty is further outlined in ii'taa'poh'to'p: UCalgary's Indigenous Strategy, available at <https://www.ucalgary.ca/indigenous>.

27.9 Graduate Students' Association (GSA)

A not-for-profit organization governed by University of Calgary graduate students, the Graduate Students' Association (GSA) is charged with the social, academic, and practical well-being and growth of graduate students on campus. The GSA oversees and promotes workshops, special events, the provision of financial aid and support as well as the facilitation of career-based growth and development for graduate students as they progress through their university programs. Check their website for additional information: <https://gsa.ucalgary.ca/>.

The GSA also represents and advocates for Academically Employed Graduate Students (AEGS) at the University of Calgary. Employment-related issues are addressed in an executed Collective Agreement between the university and the GSA. See [here](#) for the 2025-2028 Collective Agreement and a better understanding of your rights as a graduate student.

27.10 Computer Services and Technical Support

All Program students are required to obtain an IT account as soon as possible through the IT website: <https://it.ucalgary.ca/>. You need a UCalgary e-mail account, which you should check often, as this is the Program's main way of communicating with all students.

27.11 University of Calgary Bookstore

The University of Calgary Bookstore is on-line at <https://shop.ucalgary.ca/>. You can also visit them in-person in the basement of MacEwan Student Centre. You can purchase everything from textbooks to electronics here.

27.12 Libraries

Students are most likely to use three different libraries on campus in addition to their online services. The Main Library is the Taylor Family Digital Library, and houses most of Psychology/Social Sciences, and some Psychiatry resources. The Medical Library, located in the Foothills Hospital complex, holds most of the medical and other psychiatry resources, while the Law Library in the Professional Faculties Building (PFB) holds resources related to professional issues, and legal aspects of professions. Library resources, including contact information for the Psychology librarian specialist, are available online at <https://library.ucalgary.ca/>. The library also puts together useful subject area research guides: <https://libguides.ucalgary.ca/>.

28 PROGRAM SERVICES

28.1 Psychological Test Library

The Program in Clinical Psychology maintains a Test Library (Room EDC 281R) which contains many current and archival psychological tests, books, and test distributor brochures (email: test.library@ucalgary.ca). Students can also request materials via the [UCPC Lending Library Database](#). Information on Test Library hours and how to access materials is sent to all students each term via email.

Each student is assigned a shared mailbox in the Department of Psychology, and students are solely responsible for collecting their mail. These mailboxes are accessible at all hours and should be checked regularly for mail and notices.

28.2 Audio-Visual Equipment

Small recording cassettes and a dictating machine are available on a sign-out basis from the Clinical Test Library. There are also videos and audiotapes on many psychological topics available for student use.

28.3 Photocopying/Laser Printing/Fax

Students are permitted to use the printer/copier in the grad lab by swiping their UCID card. Faxes which arrive for clinical students in the Psychology Office (fax number is 403-282-8249) will be delivered to the student's mailbox. Outgoing faxes may be sent from the copier in the department mailroom.

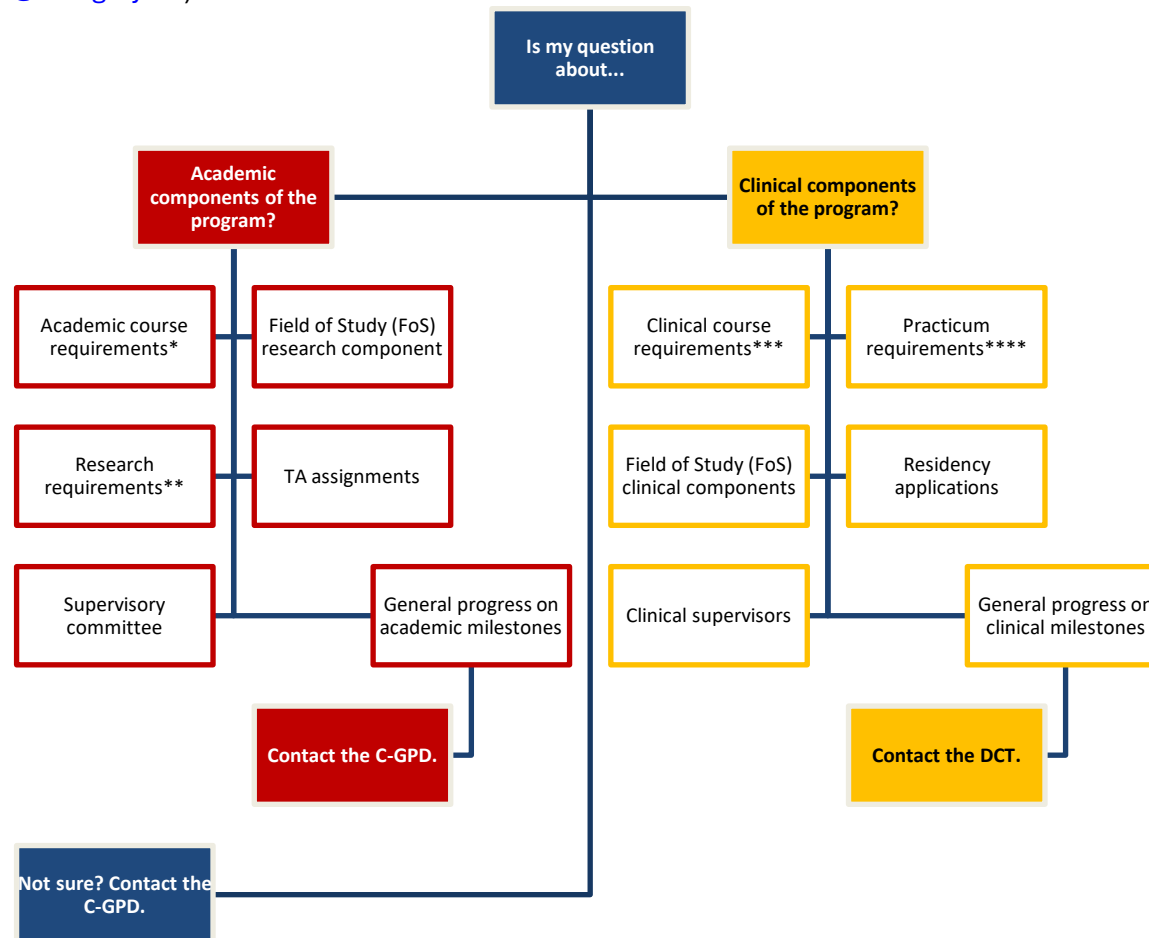
28.4 GradPost

GradPost is a regular email from the Faculty of Graduate Studies that has timely information about deadlines, scholarships, awards, etc.

Appendix A: GPD-C and DCT Distribution of Duties

The Graduate Program Director in Clinical Psychology (C-GPD) is responsible for overseeing the **academic components** of the Program. The current C-GPD is Dr. Deinera Exner-Cortens (deinera.exner2@ucalgary.ca).

The Director of Clinical Training (DCT) is responsible for overseeing the **clinical components** of the Program. The current DCT is Dr. Melanie Noel (melanie.noel@ucalgary.ca).



* PSYC 601, PSYC 625, PSYC 615/617, PSYC 623, PSYC 627 (not including supervised practice component), PSYC 650, PSYC 651, PSYC 659, PSYC 671/673 (not including supervised practice components), PSYC 685/687, PSYC 750.

** Master's proposal & seminar, Master's thesis research, Dissertation proposal & seminar, Dissertation research.

*** Supervised practice components for PSYC 627 and PSYC 671/673; individual review of graduate-level breadth courses to ensure registration requirements are met.

**** Practicum I – Assessment, Practicum II – Therapy, Advanced Practicum I, Advanced Practicum II, Advanced Practicum III. For the DCT, roles and responsibilities related to practicum requirements are specific to ensuring compliance with CPA and licensing requirements. The allocation and monitoring of student practicum placements fall under the responsibility of the Practicum Coordinator.

Appendix B: Clinical Psychology Program Contacts

Department of Psychology
Program in Clinical Psychology
2500 University Drive NW, Calgary, Alberta T2N 1N4
psycgrad@ucalgary.ca

Name	Role	Phone Number	Email Address
Program Administration			
Dr. Michael Antle	Department Head	403-220-2574	antlem@ucalgary.ca
Dr. Deinera Exner-Cortens	Graduate Program Director – Clinical Psychology (GPD-C)	403-220-8871	cpsycgpd@ucalgary.ca
Dr. Melanie Noel	Director of Clinical Training (DCT)	-	cpsycgpd@ucalgary.ca
Janelle McConnell	Graduate Program Advisor (GPA)	403-220-5484	psycgrad@ucalgary.ca
Dr. Brae Anne McArthur	Director, Psychology Clinic	403-210-7994	braeanne.mcarthur@ucalgary.ca
Dr. Jennifer Prentice	Associate Director, Psychology Clinic; Practicum Coordinator	-	jennifer.prentice@ucalgary.ca
Madison Trifaux	Coordinator, Psychology Clinic	403-220-7731	PsyClinic@ucalgary.ca
Clinical Test Library	-	403-210-8448	testlibr@ucalgary.ca
Core Program Faculty			
Dr. Brandy Callahan	Associate Professor	403-220-7291	brandy.callahan@ucalgary.ca
Dr. Tavis Campbell	Professor	403-210-8606	campbet@ucalgary.ca
Dr. Susan Graham	Professor	403-220-7188	grahams@ucalgary.ca
Dr. David Hodgins	Professor	403-220-3371	dhodgins@ucalgary.ca
Dr. Sheri Madigan	Professor	403-220-6826	sheri.madigan@ucalgary.ca
Dr. Brae Anne McArthur	Associate Professor	403-210-7994	braeanne.mcarthur@ucalgary.ca
Dr. Melanie Noel	Professor	403-220-4969	melanie.noel@ucalgary.ca
Dr. Jennifer Prentice	Assistant Professor (Teaching)	-	jennifer.prentice@ucalgary.ca
Dr. Ami Tint	Assistant Professor	-	ami.tint@ucalgary.ca
Dr. Perri Tutelman	Assistant Professor		perri.tutelman@ucalgary.ca
Dr. Kristin von Ranson	Professor	403-220-7085	kvonrans@ucalgary.ca

Dr. Stephanie Woolridge	Assistant Professor	-	stephanie.woolridge@ucalgary.ca
Dr. Keith Yeates	Professor	403-220-2928	kyeates@ucalgary.ca
Dr. Igor Yakovenko	Assistant Professor	-	igor.yakovenko@ucalgary.ca
Adjunct Program Faculty (Department of Psychology)^a			
Dr. Deinera Exner-Cortens	Associate Professor	-	deinera.exner2@ucalgary.ca
Dr. Julia Kam	Assistant Professor	-	julia.kam@ucalgary.ca
Dr. Andrew Szeto	Professor	-	aszeto@ucalgary.ca
Adjunct Program Faculty (outside the Department of Psychology)^a			
Dr. Kathryn Birnie	Associate Professor	-	kathryn.birnie@ucalgary.ca
Dr. Linda Carlson	Professor	-	l.carlson@ucalgary.ca
Dr. Gerry Giesbrecht	Professor	-	ggiesbre@ucalgary.ca
Dr. Daniel Kopaly-Sibley	Associate Professor	-	daniel.kopalasibley@ucalgary.ca
Dr. Carly McMorris	Associate Professor	-	camcmorr@ucalgary.ca
Dr. Fiona Schulte	Associate Professor	-	fiona.schulte@ucalgary.ca

Office numbers are not listed in this document. Please obtain this information from the individual if you wish to visit their office.

^aAdjunct faculty who hold supervisory privileges in the Clinical Psychology program.

Appendix C: Key Clinical Psychology Program Deadlines

Item	Deadline
Checklist of Expectations for Graduate Students and Supervisors / Intellectual Property Awareness Checklist	Within two months of starting the M.Sc. <u>and</u> Ph.D.
Graduate Student Annual Progress Report (APR)	May 15 th
Application for Advanced Credit	September 1 st of M.Sc. I (or Ph.D. I if entering at the doctoral level)
M.Sc. Supervisory Committee	Within 8 months of students' first registration in the Program (typically, April of the M.Sc. I year)
M.Sc. Proposal Seminar (Pro-Sem)	By August 31 st of the M.Sc. I year
M.Sc. Thesis: Oral Examining Committee	Supervisor must inform the GPA of the membership of the examining committee 5 weeks prior to the defense. Prior to the five-week deadline, supervisory committee members must approve a complete draft of the thesis. Students must submit a final copy of the thesis to their examining committee members no later than 3 weeks prior to the examination.
Application to the Ph.D. for M.Sc. II students	November 15 th of the M.Sc. II year
Ph.D. Supervisory Committee	Within 8 months of students' first registration in the Program (typically, April of the Ph.D. I year)
Ph.D. Proposal Seminar/Candidacy deadlines	See Candidacy Requirements Policy (SharePoint)
Ph.D. Dissertation: Oral Examining Committee	External examiner form must be submitted to FGS at least 6 weeks prior to defense. Supervisor must inform the GPA of the membership of the examining committee 5 weeks prior to the exam. Prior to the 5-week deadline, supervisory committee members must approve a complete draft of the thesis. Students must submit a final copy of the dissertation to their examining committee members no later than 3 weeks prior to the examination.
Request to apply for a non-accredited residency	October 1 st of the application year
Deadline for submitting residency forms to the DCT confirming readiness	October 15 th of the application year

Appendix D: Summary of Program Milestones by Year

Note: These milestone dates are for students who enter at M.Sc I. Milestones dates for students entering at Ph.D. I may be somewhat adjusted.

M.Sc. I

Milestone	Deadline/Timeframe
Research/Academic	
1) Appoint M.Sc. supervisory committee -The M.Sc. supervisory committee consists of the Supervisor plus at least two (2) other full-time or adjunct faculty. -All Master's committees must include <u>at least one</u> core clinical faculty member or adjunct faculty member from the Department of Psychology who regularly supervises in the Clinical program (see Appendix B), <u>in addition to</u> the supervisor. Any deviations from this composition must be reviewed and approved by the GPD-C <i>before</i> the supervisory committee is formalized.	Within 8 months of initial registration (for students starting in September, this is April of their M.Sc. I year)
2) Complete M.Sc. proposal seminar (Pro-Sem) -This must be sent to the supervisory committee at least two weeks prior to the planned seminar date.	August 31 st of M.Sc. I
Clinical	
1) Practicum I – Assessment	Fall/Winter/Spring/Summer semesters of M.Sc. I

M.Sc. II

Milestone	Deadline/Timeframe
Research/Academic	
1) Apply to Ph.D. program	November 15 th of M.Sc. II
2) Defend M.Sc. thesis*	August 31 st of M.Sc. II
Clinical	
1) Practicum II – Therapy	Fall/Winter semesters of M.Sc. II

*Key details for M.Sc. thesis defense

- **Ideal Last Date for Defense:** 30 days before the FGS deadline for final thesis submission (final submission date available at <https://calendar.ucalgary.ca/acadsched>)
- **Internal Final Date for Defense:** August 31st
- **Deadline to Submit Final Thesis and Apply for Fall Convocation:** Early to mid-September – visit <https://calendar.ucalgary.ca/acadsched> to confirm the date for the relevant year. This date is the firm last date to submit your final thesis to FGS. The thesis must be submitted by this date for you to convocate on time and continue to the Ph.D. This date is not flexible and cannot be changed by the GPD-C or DCT.

Tips for Students & Supervisors

When planning the tentative defence date, please keep in mind that:

- Defences must be scheduled a *minimum* of 5 weeks prior to the planned date (firm deadline)
- The supervisory committee must approve a draft of the full thesis before the supervisor can schedule the defence. This means that the student needs to send a full draft to their supervisory committee *at least 6 weeks* before the planned defence date.
 - *Tip:* Email the supervisory committee to remind them this draft is coming, what date the student plans to send it to them, and when they need to let the supervisor know their decision (i.e., if it is ready to go to defence). This is important in case they will be away when the student plans to send it, so the student and supervisor can plan for this in advance.

Early in the Winter semester of M.Sc. II, students can:

1. Discuss with their supervisor some potential dates for the defence, based on current progress and the supervisor's spring/summer schedule.
2. Ask their supervisor to email the supervisory committee to find several dates/times within this period to hold for the defence, as summer calendars book up quickly. *Students cannot be involved in any aspect of scheduling the defense.*
3. Once the supervisor has a few times/dates that work for the committee, work with their supervisor to identify a list of potential internal-external examiners (i.e., *external* to the department, but *internal* to the university). The supervisor then needs to email these people to invite them to participate in your defence. You only need one examiner, but it is good to have a list in case the first choice is unavailable.
4. Once your supervisor has confirmed a time with the supervisory committee and internal-external examiner, have the supervisor send a 3-hour calendar hold so that this time doesn't get booked up. However, the supervisor can't officially schedule your defence until the supervisory committee has reviewed and approved a complete draft (as described above).
5. Create a timeline working backwards from the planned defence date, leaving time for 3-4 drafts to go back and forth with your supervisor. Per FGS policy, supervisors have up to 3 weeks to provide feedback on each draft. Discuss your planned timeline with your supervisor, including dates you are wanting to send/receive feedback. The full examining committee must receive a final copy of your thesis *no later than 3 weeks* prior to the examination.
6. Email the GPD-C if any of these seems like it might be an issue – any dates from FGS are firm, but we will support how we can, and it is always better for us to know of any issues early!

Ph.D. I

Milestone	Deadline/Timeframe
Research/Academic	
1) Appoint Ph.D. supervisory committee -The Ph.D. supervisory committee consists of the Supervisor plus at least two (2) other full-time or adjunct faculty. -All doctoral committees must include <u>at least one</u> core clinical faculty member or adjunct faculty member from the Department of Psychology who regularly supervises in the Clinical program (see Appendix B), <u>in addition to</u> their supervisor. Any deviations from this composition must be reviewed and approved by the GPD-C <i>before</i> the supervisory committee is formalized.	Within 8 months of initial registration (for students starting in September, this is April of their Ph.D. I year)
2) Complete FoS – Clinical Component - <i>Tip:</i> Start the FoS Research Component during the fall of PhD I, to get ahead on this milestone.	Typically Spring of Ph.D. I
Clinical	
1) Advanced Practicum I	Fall/Winter/Spring semester of Ph.D. I

Ph.D. II

Milestone	Deadline/Timeframe
Research/Academic	
1) Complete Ph.D. proposal seminar (Pro-Sem) -This must be sent to your supervisory committee at least two weeks prior to the planned seminar date. -Get started on your research as soon as your proposal is approved, so you are far enough along with data collection to be a strong applicant to residency in Ph.D. III.	December 31 st of Ph.D. II
2) Complete FoS – Research Component -The FoS research component can be completed at any time during Ph.D. I or Ph.D. II. It can be completed before the Pro-Sem is held.	August 31 st of Ph.D. II
Clinical	
1) Advanced Practicum II -Start preparing your residency application materials in summer of Ph.D. II. -Visit https://www.appic.org/Internships/Internship-Application-AAPI-Portals/AAPI-For-Applicants/AAPI-Step-by-Step for a month-by-month overview of tasks and deadlines.	Fall/Winter/Spring semester of Ph.D. II

Ph.D. III

Milestone	Deadline/Timeframe
Research/Academic	
There are no formal research/academic milestones in Ph.D. III. It is critical to use this year to complete most, if not all, of your dissertation research. The goal is to have a draft of all chapters submitted to your supervisor <i>before</i> you leave for residency.	
Clinical	
1) Apply to pre-doctoral residency - <u>All</u> students who started the program at the Master's level are expected to apply to residency in Ph.D. III, except in the case of documented extenuating circumstances <i>and</i> approval from both the GPD-C and DCT.	Applications due October of Ph.D. III

Ph.D. IV

Milestone	Deadline/Timeframe
Research/Academic	
1) Defend Ph.D. thesis*	August 31 st of Ph.D. IV
Clinical	
1) Complete pre-doctoral residency -As you are still enrolled, you still need to pay tuition when you are on residency.	Fall/Winter/Spring/Summer semester of Ph.D. IV

*Tips for Students & Supervisors

An on-time defense for the Ph.D. is by August 31st of the Ph.D. IV year. When planning the tentative defence date, please keep in mind that:

- Supervisors must send the name of the external examiner a *minimum* of 6 weeks prior to the planned date, and defences must be scheduled a *minimum* of 5 weeks prior to the planned date (firm deadline)
- The supervisory committee must approve a draft of the full thesis before the supervisor can schedule the defence. This means that the student needs to send a full draft to their supervisory committee *at least 8 weeks* before the planned defence date.
 - Tip:* Email the supervisory committee to remind them this draft is coming, what date the student plans to send it to them, and when they need to let the supervisor know their decision (i.e., if it is ready to go to defence). This is important in case they will be away when the student plans to send it, so the student and supervisor can plan for this in advance.

In the 6 months prior to the planned defense, students can:

- Discuss with their supervisor some potential dates for the defence, based on current progress and the supervisor's spring/summer schedule.
- Ask their supervisor to email the supervisory committee to find several dates/times within this period to hold for the defence. *Students cannot be involved in any aspect of scheduling the defence.*
- Once the supervisor has a few times/dates that work for the committee, work with the supervisor to identify a list of potential internal-external examiners (i.e., *external* to the department, but *internal* to the university) and external examiners (i.e., *external* to the university). The supervisor then needs to

email these people to invite them to participate in your defence. You only need one of each type of examiner, but it is good to have a list in case the first choices are unavailable.

4. Once your supervisor has confirmed a time with your supervisory committee and internal-external and external examiner, have them send a 3-hour calendar hold so that this time doesn't get booked up. However, the supervisor can't officially schedule your defence until the supervisory committee has reviewed and approved a complete draft (as described above).
5. Create a timeline working backwards from the planned defence date, leaving time for 3-4 drafts to go back and forth with your supervisor. Per FGS policy, supervisors have up to 3 weeks to provide feedback on each draft. Discuss your planned timeline with your supervisor, including dates you are wanting to send/receive feedback. The full examining committee must receive a final copy of your thesis *no later than 3 weeks* prior to the examination.
6. Email the GPD-C if any of these seems like it might be an issue – any dates from FGS are firm, but we will support how we can, and it is always better for us to know of any issues early!

Appendix E: Annual Performance Review (APR) Formatting Guidelines

Information from the APR is used for monitoring student progress and quality. It is also used to complete the self-study for CPA accreditation, which we must submit every few years to maintain our program's accreditation. As a result, it is essential that you provide complete and accurate information in your APR. Keeping this in mind, please take care to organize your APR responses as follows for the current May 1-April 30 reporting period. Do not report any activities that occurred outside this time period.

- 1) Under "other funding held during this reporting period," indicate in separate categories (with the amount):
 - Competitive scholarships and awards (the name of the award, the dates held, amount per year). Also include awards that were declined and describe instances where you received the full value of one award but had a second award amount reduced.
 - Non-competitive scholarships/program recommended (e.g., Alberta Graduate Excellence Scholarship: Non-competitive; Lori Egger and Stephen Laut Graduate Scholarship in Clinical Psychology)
 - Graduate Assistantship (Teaching) aka GA(T)
 - Graduate Assistantship (Non-teaching) aka GA(NT)
 - Research allowance
 - Travel awards
 - International Fee Differential Disbursement
 - Program contribution/FGS Scholarship funding (including program top-ups)
 - Supervisor top-up
 - Paid involvement in grant-supported research
 - Grants or Initiative awards
- 2) Under "research" indicate:
 - Work in progress, indicating whether it is in the revise and resubmit stage, under review (for the first time), or in progress and not yet submitted, or in press but with no DOI.
 - Additional research activities
 - Milestones completed and date (i.e. M.Sc. proseminar, M.Sc. defense, candidacy exams, Ph.D. proseminar, Ph.D. defense).
- 3) Under "publications" indicate in separate categories and in APA format (with DOIs):
 - Peer-reviewed publications, please indicate either in press or published.
 - Non-peer-reviewed publications, indicate either in press or published (e.g., book chapters, manuals, book reviews, professional newsletter articles, technical reports, program evaluations, etc.).
 - Do not count publications twice, for example, as in press one year and published the next year.

- Do not include published abstracts.
- 4) Under “conferences,” indicate in separate categories and in APA format (including whether this was a poster or a presentation):
- Peer-reviewed conference presentations (e.g., if a review committee judged abstracts and not all abstracts were accepted)
 - Non-peer-reviewed conference presentations (e.g., if all abstracts were accepted)
 - Do not include conferences where you did not present
- 5) Under “teaching and/or professional development,” indicate with details and dates (if applicable):
- teaching activities (e.g., courses taught, GA(T) – indicate if this was a marking GA(T), guest lectures, teaching awards [including nominations], clinical supervision)
 - practica completed or in progress, including dates, location, supervisor(s), and hours to date at this setting (indicate only direct service/face-to-face hours) separately for assessment and intervention
 - elective, social breadth, or cognitive-affective breadth courses (indicate the course number and title)
 - professional development (e.g., professional workshops, statistics/research workshops, professional memberships)
 - professional service/leadership (e.g., student representative, executive position, ad hoc journal reviewer, grant reviewer)
 - knowledge translation/community engagement (e.g., media interviews, community presentation to a community group)
 - other achievements (e.g., awards/distinction without monetary value)
 - any outside professional activity, clearly specifying the nature of the activity and number of hours, supervisory arrangements, if it involves clinical work, and whether remuneration is involved.

The deadline for students to complete their APR is **May 15th**. It will then be sent to your supervisor, who must complete their portion by May 31st. It is then sent to the GPD-C, who must review and finalize by June 30th. Please contact the GPD-C if you have questions about filling out the APR and/or if you have suggestions for improvement.